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educational  
professional

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# Welcome to Real Group

I first met Real Group's co-founder Alan Macgregor in 1994 when we were both working as Educational Psychologists in Kent. We both shared a passion for working with children, particularly those most in need of support, to improve their outcomes and aspirations, both in a school setting and for life more broadly.

However, whilst working one-to-one or in groups with students is incredibly rewarding and impactful, we realised that we could only work with a limited number of students, and there were many, many more who needed and deserved expert support within schools. And it was this combination of passion to transform lives, along with the frustrations of how widely we - and other dedicated Educational Psychologists across the country and beyond could make an impact - which led us to create Real Group. Shortly after launching Real Group, Alan and I were joined by Siobhan Mellor, who soon after becoming part of the team also became a fellow director. Siobhan is also a greatly experienced educational psychologist who shares our

passion, drive and determination to ensure students achieve their best, and teachers are fully trained, supported and able to approach any challenge with the utmost confidence.

Using leading-edge, bespoke online learning tools, we created masters-level training courses for teachers in assessment, SEND coordination and more, to empower educators to work alongside colleagues and educational psychologists to support students regardless of their circumstances and challenges.

As we have grown, we've not only created and delivered many more courses and programmes across the full spectrum of SEND and inclusive leadership, but we have also acquired Dyslexia Action Training, Shop and Guild, allowing us to support even more education professionals across the widest possible spectrum.

With three UK offices, participants in 85 countries and training more than 2,000 educators every year, I'm proud of the support Real Group has been able to offer education professionals and their students in reaching their greatest potential.

*Mark Turner*

Dr Mark Turner,  
MANAGING DIRECTOR, REAL GROUP



"Real Group is the only provider I would go to - they are professional, efficient and effective."

REBECCA MILLER  
CPT3A GRADUATE 2018



## Meet our directors



**Dr. Mark Turner**

Mark launched Real Group with co-founder Alan Macgregor in 2004. Mark remains Real Group's professional and academic lead and managing director. Real Group is the third successful enterprise in the education sector that Mark has founded. Mark creates highly effective teams which embrace innovation and focus on achieving successful outcomes. Already a vastly experienced Educational Psychologist, Mark completed his doctorate investigating online learning in 2010. He publishes, speaks at conferences, and is currently a parent governor of an inner London secondary school.



**Dr. Siobhan Mellor**

Siobhan has established and led teams of professional tutors and expert witnesses across Real Group. She excels in developing effective operational systems and teams and takes the lead role in managing the team and collating, interpreting and reporting quality-assurance data for the directors and Middlesex University. As an experienced EP, she has worked with children and young people in mainstream schools for almost two decades. Siobhan is currently studying for her doctorate. She believes in helping educators to meet the needs of children with SEND.

# Who are Real Group?

**Leading training, assessment and e-learning - powered by psychology**

Real Group is a team of talented and experienced individuals, led by three educational psychologists, passionately committed to inclusive education and its ability to transform lives. Through Real Training, we have been providing world-class continuing professional development and specialist training since 2004 to education professionals across the globe. Our courses are respected, accredited and tutored by fully-qualified, experienced professionals via our market-leading virtual learning environment, Campus Online™.



## Real Group comprises 6 main divisions:

### • Real Training - pages 16-63

- Dyslexia Action offers postgraduate level and CPD training focused on Dyslexia and specific learning difficulties (SpLD).

#### **Dyslexia Action - pages 58-59**

- Members of The Dyslexia Guild have access to relevant resources as well as regular topical updates.

#### **The Dyslexia Guild - pages 60-61**

- Our Dyslexia Action Shop is a one-stop-shop offering a wide range of resources for educators worldwide.

#### **Dyslexia Action Shop - pages 62-63**

- We offer a broad range of educational psychology services for parents and schools from our Real Psychology team.

#### **Real Psychology - pages 64-65**

- Through our Real E-learning solutions we can design, write and deliver bespoke training courses using our in-house expertise.

#### **Real E-learning - pages 64-65**



## Real Training

Real Training is the UK's leading provider of training in educational testing and professional assessment, one of the foremost providers of the National Award in SEN Coordination, a DfE-accredited provider of National Professional Qualifications and also delivers an acclaimed MEd SEND programme, validated by Middlesex University.

Real Training courses are taught by senior practicing psychologists and educational experts with vast experience. Real Training delivers the best thinking, teaching and practice using the latest online learning technologies in its own unique learning environment (Campus Online™). With courses designed in partnership with education professionals, these flexible, practice-led programmes fit in with the real lives of teachers around the world.

[realtraining.co.uk](http://realtraining.co.uk)



"I would highly recommend Real Training due to the flexibility, in-depth knowledge gained and excellent support provided by tutors."

LAURA, NASENCO  
DELEGATE 2020

Introduction



You can find out more  
about all of our companies  
at [realgroup.co.uk](https://realgroup.co.uk)

# Our partners at home

## Working with the best partners to improve outcomes

You can tell a lot about an organisation by the company that it keeps. We are proud to associate ourselves with the following organisations because, as key partners, they are as dedicated to education as we are.



### Middlesex University

With 35,000 students on courses in London, Dubai and Mauritius and with partners across the world, Middlesex has a reputation for delivering the highest quality teaching and research. Its practical and innovative approach to working with businesses to develop staff potential and provide solutions to business issues makes a real difference to people's lives. The wide-ranging expertise ranges across engineering, information, health and social sciences, business, arts and education.



The  
British  
Psychological  
Society

### The British Psychological Society Testing Centre

The British Psychological Society (BPS) is the leading national organisation for setting standards in psychological 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.



### Swiss Cottage School

Swiss Cottage is an outstanding school in the London Borough of Camden which teaches children with complex learning difficulties, emotional, behavioural and communication difficulties and those with Autism Spectrum Conditions (ASC). Real Group is proud to have worked with Swiss Cottage on a wide variety of projects, and to work alongside - and be inspired by - such a group of dedicated expert education professionals.



### NASENCO Provider Partnership Group

Real Training is a member of the NASENCO Provider Partnership, which is a collaborative network of NASENCO training providers that, once central funding for the National Award ceased (2014), wished to preserve the high standard and quality of NASENCO training within the open marketplace. Partnership members agree to follow a peer-assessed Quality Standards Framework in order to maintain membership. The group also



## Professional tutors

We work with a wide range of highly-qualified and experienced tutors for all our Real Training and Dyslexia Action courses and qualifications. Many of the tutors are educational psychologists, specialist teachers or serving leaders in schools, so they really are perfectly placed to assist and encourage you to achieve your goals while studying with us. It's their job to support you throughout your learning journey, answering any queries you may have regarding the course and supporting you with your assignments.

continues to hold strong links to the DfE who participate in bi-annual meetings, with a recent AfA report describing the work of the group as 'innovative, dynamic and supportive' (2017, pg22).



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

DR DEBORAH JACK, HEAD OF  
EDUCATION, MIDDLESEX  
UNIVERSITY

## UK-based tutors

# Our international partners

## Supporting international schools on the road to whole-school inclusion

Our flexible online courses are not only suitable for educators working in the UK, they can also bring huge benefits to schools and children in the rest of the world. By working with international membership organisations, we are able to extend our reach to support these international schools.



### British Educational Supplier Association (BESA)

BESA, the British Educational Suppliers Association, is the trade association covering the entirety of the UK educational suppliers sector. It has an 85-year heritage serving the UK education sector and represents over 300 educational suppliers in the UK. Real Training joined BESA in 2018 and has worked with them at UK and international education shows.



### ISC Research

ISC Research works with over 10,000 international schools worldwide to gain valuable market insight regarding the international education sector. We have been working with ISC Research since 2017, using this valuable insight to ensure our courses and qualifications fit the needs of all international schools as well as building relationships with key contacts in these regions.



### Council of British International Schools (COBIS)

COBIS is a membership association of over 500 British International Schools of global quality and corporate Supporting Members. Real Training joined COBIS as a Supporting Member in 2017 in order to work closely with British International Schools across the globe, both by delivering courses and also gaining invaluable international insight to help us create new programmes to improve outcomes for all.



### Educational Collective for International Schools (ECIS)

Established for 53 years, ECIS has developed a global network of members and is dedicated to creating impact through international education. Real Training is pleased to have joined ECIS as a commercial member to network with this diverse community and help develop education across the world.



### Federation of British International Schools in Asia (FOBISIA)

Founded in 1988, FOBISIA is a not-for-profit membership organisation based in Singapore. FOBISIA promotes excellence in British-international education in Asia and coordinates with its Member Schools to deliver student enrichment and continuing professional development for Heads, Senior Leaders, and teaching and business staff. Real Training joined FOBISIA in January 2019 to help provide greater support to schools in Asia.



"Real Group is led by educational psychologists who are experts in their field and have a genuine and passionate interest in supporting educators to provide best in class SEN provision."

KATIE HEBBES, BUSINESS  
CONSULTANT AT ISC  
RESEARCH



## Internationally experienced tutors

Our courses and qualifications are available to complete online so where you and your tutor are based is not of great significance - we welcome delegates and tutors from all over the world. What is important, however, is your tutor's experience and support - our tutors are carefully selected to always have a high level of specialist knowledge and experience in the subject area you are studying. Depending on the qualification you are looking to achieve, we understand that it can also sometimes be beneficial to work with a tutor who has experience or at least an understanding of the education system you're currently work in, or maybe international education systems in general. Rest assured that we employ tutors, both in the UK and overseas, with international knowledge and experience and we will always endeavour to match you with the tutor who can give you the best support, advice and knowledge to help you achieve your learning goals and make the journey as enjoyable and stress-free as possible.

 **BSME** | Associate Member  
BRITISH SCHOOLS IN THE MIDDLE EAST

### British Schools in the Middle East (BSME)

Established for 37 years, BSME is the largest dedicated network of British International Schools in the Middle East. It supports over 125 high-quality schools through a range of services and events including their coveted annual conference. Real Training is delighted to have become an Associate Member of BSME in 2019 and looks forward to many years working closely with BSME and their network of schools and other education suppliers.



96%

of all Real Training  
delegates in 2020  
rated their course  
as 'good' or  
'very good'

# Why study with us?

## We're a leading provider

We are the UK's leading provider of training in educational testing and professional assessment. Established in 2004, we have a successful track record of delivering high quality face-to-face and online training programmes to schools, colleges and universities, children's services, government, charities and the private sector.

## Led by top educational psychologists

Our courses are developed by leading practising psychologists with real expertise. As a leader provider, we deliver the best thinking, teaching and practice using the latest online learning technologies.

## Building your confidence and skills

Each course will help you to develop the key confidence and core skills to meet the needs of the most vulnerable learners. This will provide real benefits to your school or setting, benefits that are designed with Ofsted in mind.

- Improve outcomes for vulnerable learners.
- Identify children's needs early.
- Understand a range of interventions and their effectiveness.
- Raise awareness among your colleagues.
- Explain the importance of particular approaches and interventions.
- Recognise when to call in specialist expertise.

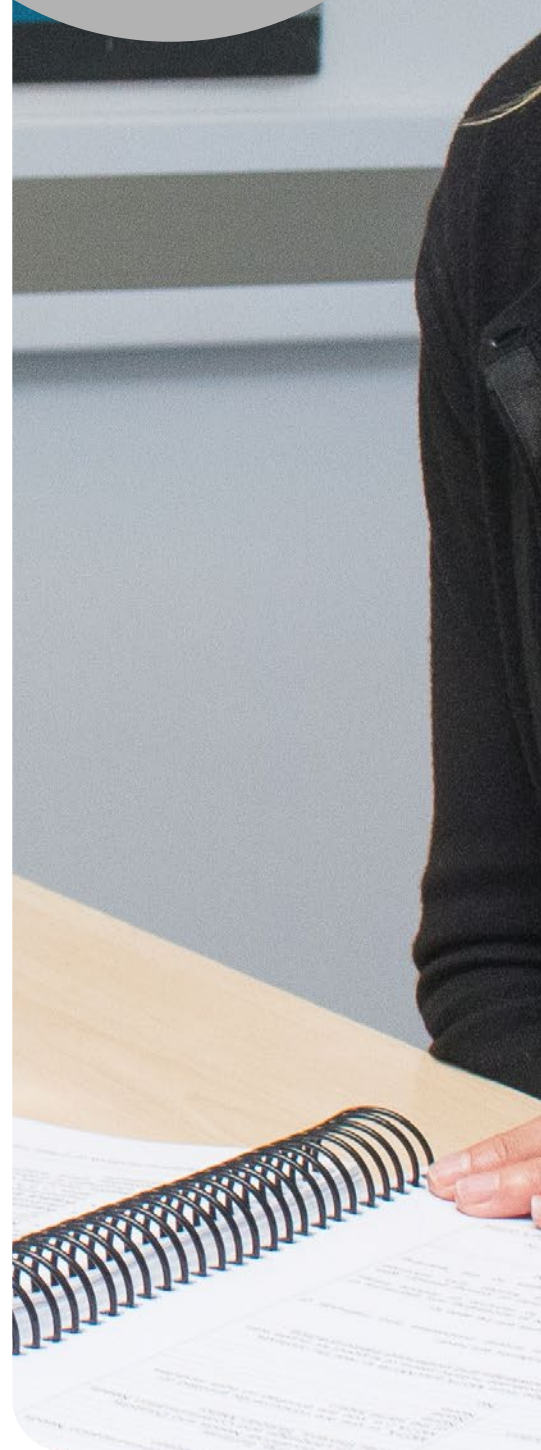
## Giving you more than distance learning

We offer more than just distance learning. Campus Online™ – our very own virtual learning environment – features learning experiences and activities that will give you the practical edge in your setting at the click of a mouse. Discuss and create forums with fellow students, and message your tutor, at a moment's notice. Take a rewarding and collaborative course, taken at your own pace, in a setting and time which suits your professional and personal life.

Our practice-led distance learning modules are structured around carefully designed learning experiences that engage directly with your own professional context. Supporting theory, reflection and example activities will help you explore different aspects of your own and others' practice. The range of activities include: video and multimedia content, case-study and problem-based scenarios, directed reading, structured learning logs, online discussion, online questionnaires, peer evaluation and webinars.

## Qualifications with credibility

Study with us and you will discover highly respected courses validated by Middlesex University and recognised by other organisations including the British Psychological Society and the British Accreditation Council.





# Global accolades

We are honoured that our courses and qualifications have been recognised by industry experts as part of several UK and international education awards

**EducationInvestor  
Awards 2021**  
**FINALIST**

**FINALIST - Real Training (winner announced Nov 2021)**

**Date:** August 2021

**Category:** Grand Prix Exporting Excellence

**Award Provider:** EducationInvestor Awards



**SHORTLISTED - Dyslexia Action CPD short course - The Emotionally Connected Classroom**

**Date:** July 2021

**Category:** CPD

**Award Provider:** Teach Primary Awards



**WINNER - Real Training**

**Date:** May 2021

**Category:** Exporter of the Year

**Award Provider:** ERA Awards



**FINALIST - Real Training's SEND Programme**

**Date:** June 2021

**Category:** Special Educational Needs Solutions

**Award Provider:** BETT Awards



**WINNER - Dyslexia Action CPD Programme**

**Date:** July 2020

**Category:** CPD

**Award Provider:** Teach Secondary Awards



**WINNER - Real Training's SEND Programme**

**Date:** October 2019

**Category:** CPD

**Award Provider:** Teach Primary Awards



**WINNER - Real Training**

**Date:** February 2019

**Category:** SEN Resource/Equipment Supplier of the Year

**Award provider:** GESS Education Awards



**HIGHLY COMMENDED - Real Training's SEND Programme**

**Date:** March 2019

**Category:** Special Education Resource or Equipment

**Award provider:** Education Resources Awards (ERA)



**FINALIST - Real Training's CPT3A qualification**

**Date:** October 2019

**Category:** Assessment

**Award Provider:** Teach Secondary Awards

# Information for international delegates



## Borders are no barrier to studying with Real Training

Our mantra of supporting educators to improve the outcomes for ALL is meaningless if restricted to just one country. Inclusion is the heartbeat of our organisation - and inclusion cannot be limited by borders just as it cannot be limited by background, circumstance or challenge. We take the gold standard of British Educational Excellence and share it with educators the world over. Thanks to our advanced virtual learning environment (VLE) and asynchronous one-to-one tutoring, delegates can feel included and in-touch, whether they are sat

in a classroom in Guildford, a bedroom in Guernsey or a cafe in Guatemala. Our VLE was created bespoke, based on the expertise of our directors using their insights of how people learn - and interact - best, wherever they are in the world.

## Internationally-led courses

We do not simply offer our UK-based courses en masse to the rest of the world - we listen to the needs of the people we are speaking to all over the world and reflect this in our course development. The most notable example of this is the creation of the International Award in SEN Coordination (iSENCO). Based on our experience of delivering our world-leading UK NASENCO qualification (page 20-21) to thousands of delegates, we wanted to remove the biggest barrier to overseas delegates from benefiting from this learning - the rule that only delegates with UK QTS can join the programme. By creating a bespoke international course, we have allowed teachers from across the globe to benefit from one of the UK's great success stories in creating an inclusive and supportive educational framework for students with

special educational needs and disabilities. Furthermore, this iSENCO course (page 22-23) is not simply the UK National Award renamed. Working with expert consultants - and consulting with international schools - we have created new learning strands and focal areas including the local legislative environment, the implications of SEN for third-culture children and more. This course is, from start to finish, informed by what educators across the world have told us they need in order to work with students with confidence.

## Eligibility and qualifications for international students

To complete many of our level 7 courses, you will need to hold an undergraduate degree. Check on the eligibility section of each course page for details. If your degree was accredited in a country outside of the UK, we may ask you to run your qualifications through UK NARIC prior to booking. This will confirm whether your qualifications are at an equivalent level to the requirements for the course. Please refer to [naric.org.uk](http://naric.org.uk) prior to booking.



**"I thought this course would be a real struggle to do from Dubai but it has been so accessible. I have learnt so much and feel like I have laid a solid foundation for what I hope to be a long career in SEND. Thank you Real Training."**

Rachael Ward-Kinloch in Dubai, NASENCO delegate 2016



## Worldwide delegates



### Bespoke options

As our courses are delivered online, they can be completed flexibly from anywhere in the world. However, if you prefer a more traditional face-to-face approach, we often arrange Certificate of Competence in Educational Testing (CCET) courses outside of the UK - contact us or look online for details of our planned international courses. We are more than happy to come to you - if you have several colleagues wishing to complete the same course, we can deliver it at your setting, tailoring it to you needs to make it an even more cost-effective and time-saving solution. It is also a fantastic opportunity for colleagues located in different schools across different areas to meet together to share ideas, experiences and support each other on their learning journey.

See pages 10 and 11 for details about our international partners



# The SEND Programme

Masters-level, practice-led learning modules in Special Educational Needs and Disabilities (SEND) to expand your expertise and specialist skills.

## Gain confidence and skills

Comprising an unrivalled range of practice-led distance learning modules, the SEND Programme has been developed to give you the confidence and core skills to meet the needs of the most vulnerable learners and provide benefit to your school or setting that translates into evidence of effectiveness for Ofsted. At Real Training, we believe that these benefits should go hand in hand.

## A unique way to learn

The modules are based on Real Training's Practice-Led Learning Cycle. Each module consists of a number of practical activities that take place in your setting, supported by theory and case studies. These activities not only allow you to learn from your practice, but encourage you to feed your learning back into your practice – as you

develop your setting develops with you. The practical activities are designed to ensure you gain the essential skills Ofsted inspectors are looking for.

## Qualifications with credibility

On the SEND Programme, you can be sure you'll receive first class instruction and support. The programme is quality assured by Middlesex University, and you will receive a Middlesex award upon successful completion. All modules have been developed in conjunction with leading SEND experts, educational psychologists and partners such as Brian Lamb, OBE and the Swiss Cottage School Development and Research Centre. Module leaders are all acknowledged experts in their field and course tutors are experienced SEND professionals.

# 97%

of all SEND programme delegates in 2020 rated the success of the course in meeting their needs as 'good' or 'very good'



## PROGRAMME LEADER:

# Katie Hickin

Katie has worked within educational settings for a decade as a teacher, a SENCO and a member of the Senior Management Team. Now working for Real Group, Katie leads and tutors on the SEND Programme, including the NASENCO and iSENCO qualifications.

**"I have already recommended Real Training to colleagues and at least one is going to apply for the MEd SEND course."**

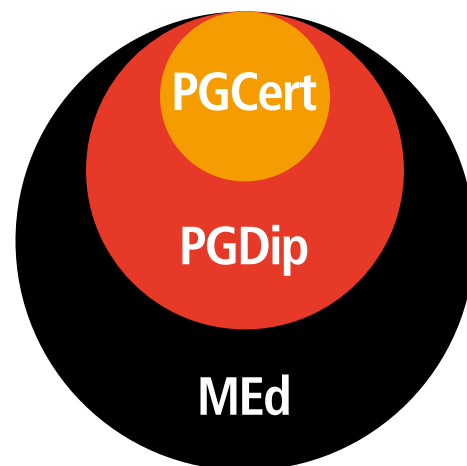
Elizabeth Chadwick, MEd SEND graduate 2020







Special Education  
Resource or  
Equipment



# Create your ideal package

The range of modules gives you maximum flexibility to develop your expertise in crucial areas of need and address broader themes across the curriculum. The 30- and 60-credit modules can be studied individually or in combination to suit your professional development. You can exit with either a Postgraduate Certificate (PGCert), Postgraduate Diploma (PGDip) or work towards a Master of Education (MEd). Start with a PGCert and build as you go or plan your whole PGDip or MEd upfront.

## Accreditation for Prior Learning (APL)

Real Training is delighted to welcome delegates to the programme who have already gained relevant credits at Masters level (level 7 credits) on another course. A maximum of two-thirds of the credits for any final exit award can be obtained through APL. Therefore, delegates will need to consider their intended exit point from the SEND programme. The credits will need to be level 7, achieved in the last five years and the learning outcomes should match those of our own SEND Programme modules.

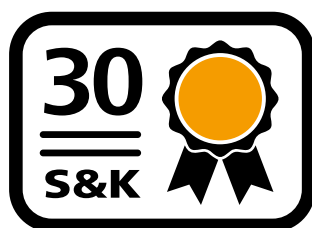
## Finding suitable modules

Look for the masters credits logos on the course pages to plan the flexible journey to your desired postgraduate qualification. As well as modules in the SEND Programme itself, you can gain credits from completing some of Real Training's professional assessment courses and qualifications (pages 52-63) and Dyslexia Action's postgraduate courses (pages 64-69). Wherever you see the SEND Programme logo, you will be welcome to use the credits towards your SEND Programme qualification.

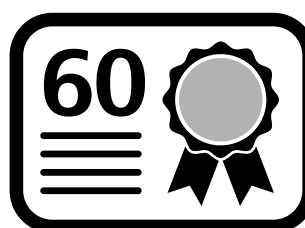


## Looking for a Masters in Dyslexia?

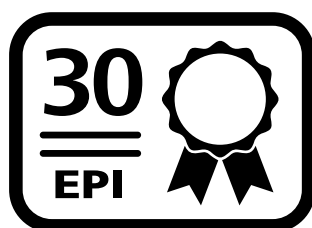
Although you can combine our specialist Dyslexia modules to achieve the MEd in SEND, if you have a particular interest or focus on dyslexia and literacy, then you can also take our MEd Professional Practice in Dyslexia and Literacy in conjunction with Dyslexia Action. See pages 66-67 for more details and look out for the Dyslexia Programme logo on the relevant module pages.



Choose from any of our 30-credit Skills and Knowledge (S&K) modules on pages 24-30.



Complete either NASENCO (pages 20-21) or iSENCO (pages 22-23) to gain an accredited SENCO qualification.



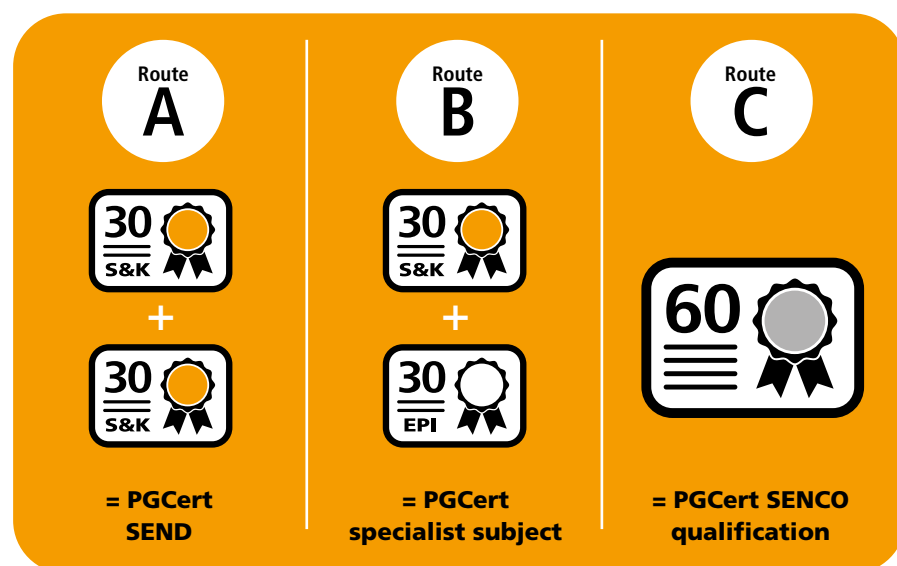
Complete the Evidence and Pedagogy for Inclusion (EPI) module in your chosen specialist subject (page 31).



Complete the Enquiry-based SEND Practice module to complete your masters qualification (pages 32-33).

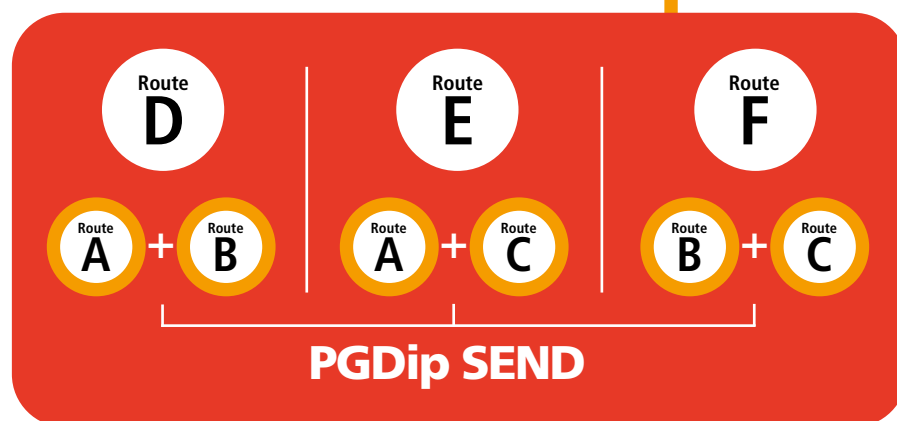


## PGCert (60 Credits)



Exit with  
your PGCert

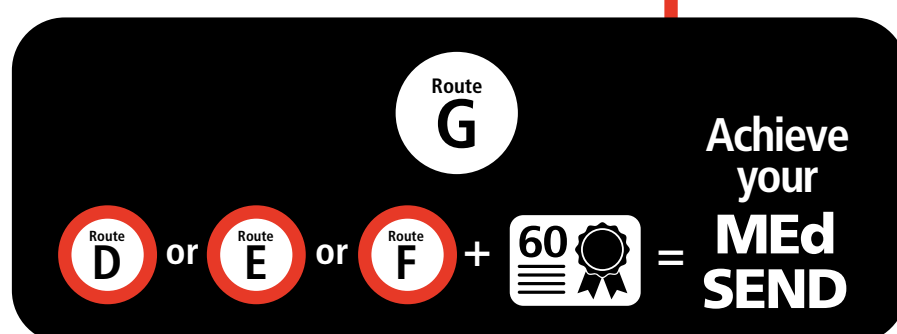
## PGDip (120 Credits)



Use your 60 credits towards  
a PGDip or the MEd

Exit with  
your PGDip

## MEd (180 Credits)



Use your 120 credits  
towards the MEd



# National Award for SEN Coordination (NASENCO)

Completion of this module leads to the **Postgraduate Certificate SEND: National Award for SEN Coordination**

## The national standard for SENCOs

Since its introduction in 2009, the National Award for SEN Coordination has been the highly regarded training route achieving consistent, rigorous and effective outcomes for SENCOs in schools. Mandatory for new-to-role SENCOs in England, the award is often mentioned as a requirement in job adverts by headteachers and governors keen to ensure their new SENCO knows the latest research, policy and guidance and has first-rate skills in applied SEND practice. As a result, aspiring SENCOs now see the Award as an essential step in their career development and experienced SENCOs, including those in the private sector, are keen to acquire the Award as evidence of their SEND skills, competences and leadership abilities. This practice-led National Award of SEN Coordination module is designed to give you an understanding of the skills that can be used to make a positive difference for learners with SEND, and the opportunity to practise those skills in your workplace. You'll gain knowledge of relevant theory, research and policy and the ability to critique knowledge and existing practice.

## Course content

The essential knowledge and practical skills that make up the revised September 2014 NCTL learning outcomes are covered over 4 strands:

**Strand 1:** The context for inclusive education.

**Strand 2:** Developing strategy and policies for inclusive education.

**Strand 3:** Development, planning and application of inclusive practice.

**Strand 4:** Collaboration and leadership.

## Flexible assessment

Assessment includes a number of different methods of continuous assessment covering all competencies. In addition, formative feedback is an integral part of the process, ensuring understanding of principles and their application, providing ongoing opportunities for personal and professional development. Assessment methods include:

- Reflective learning logs documenting the development of the reflective SEND practitioner.
- Applied practice tasks evidencing implementation of learning in the setting.
- Four written assignments (approx 3,000-4,000 words each).
- Self-assessment questionnaires as you start and progress through the course to document the development of your confidence, skills and knowledge.



## At a glance...



Masters credits



**Study method:** Online

**Duration:** Up to 1 year

**Enrolment dates:** September, January and May

**10%**  
DA shop  
discount



# 96%

of all NASENCO  
delegates in 2020  
rated the course  
overall as 'good' or  
'very good'



## Professional benefits

- Develop your confidence to support the most vulnerable and complex children in your school.
- Gain a nationally recognised and highly valued qualification.
- Embrace flexible distance learning – less time out of school.
- Apply practice-led learning as you work.
- Learn with experienced SEND professionals and EPs.
- Access a wealth of online resources and academic research.

## School benefits

- Bring expertise in-house and save money.
- Effective support for the most vulnerable and complex children in the school.
- Access a wealth of practical resources, academic research and interactive materials to support you and your school.

- 'Aspiring SENCOs' can undertake the NASENCO module with the support of the Head Teacher and existing SENCO.
- A stable, skilled and confident workforce.

## Eligibility

To complete this module, you will need to:

- Have completed an undergraduate degree.
- Hold QTS or QTLS.
- Be working in or have access to a UK or international education setting - you will embed learning through practice in such a setting.
- Have support from your setting as the named SENCO or as an aspiring SENCO.



### MODULE LEADER:

## Katie Hickin

Katie has worked within educational settings for a decade as a teacher, a SENCO and a member of the Senior Management Team. Now working for Real Group, Katie leads and tutors on the SEND Programme, including the NASENCO and iSENCO qualifications.



# International Award in SEN Coordination (iSENCO)

Completion of this module leads to the **Postgraduate Certificate SEND: International Award in SEN Coordination**

## A unique qualification

It is widely acknowledged that the National Award for SEN Coordination (NASENCO) has made a huge positive impact on the standards of leadership in SEN education in the UK.

However, to complete the UK NASENCO qualification you need to have Qualified Teacher Status (QTS) or Qualified Teacher Learning and Skills (QTLS) status. Many SENCOs and aspiring SENCOs working abroad may not hold this and therefore are unable to complete the course, even though they would like to. The new International Award in SEN Coordination (iSENCO) is suitable for education professionals all over the world, regardless of their UK QTS status. However, iSENCO is not just the UK Award with a different name. We've consulted with international schools and experts at length to tailor a course specific to international needs, encompassing localised legislative frameworks, the impact on learning of third culture kids, the intersection of academic vs social language in EAL students and much more. This course has been created in partnership with international schools and is led by educators in the field.

The iSENCO qualification offers a unique opportunity for SENCOs and aspiring SENCOs all over the world to learn new skills and build confidence in supporting SEN children in an international environment. iSENCO is suitable for

educators working in range of settings, so whether you are a SENCO based in an international school in Dubai or an aspiring SENCO working with international children in a college in Derby, this course will provide you with the knowledge and skill set required to excel and provide effective support in your setting.

iSENCO ensures that international SENCOs are given the opportunity to gain key skills and knowledge not only relevant to their job role but also relevant to their setting. If they also happen to hold UK Qualified Teacher Status it is possible to complete an additional UK-focused module so that they can gain the full NASENCO qualification, should they decide to return to the UK in the future and wish to work as a SENCO in a mainstream school in England.

## Course content

The course is divided into four strands:

**Strand 1:** The context for inclusive education within international settings.

**Strand 2:** Developing strategy and policies for inclusive education within international settings.

**Strand 3:** The development, planning and application of inclusive practice in international settings.

**Strand 4:** Collaboration and leadership in international settings.



## At a glance...



Masters credits



**Study method:** Online

**Duration:** Up to 1 year

**Enrolment dates:** September, January and May

**10%**  
DA shop discount





# 93%

**of all iSENCO delegates  
in 2020 rated the  
experience of course  
administration and  
technical support  
as 'good' or  
'very good'**

## Flexible assessment

Assessment includes a number of different methods of continuous assessment covering all competencies. In addition, formative feedback is an integral part of the process, ensuring understanding of principles and their application, providing ongoing opportunities for personal and professional development. Assessment methods include:

- Reflective learning logs documenting the development of the reflective SEND practitioner.
- Applied practice tasks evidencing implementation of learning in the setting.
- Four written assignments (approx 3,000-4,000 words each).
- Self-assessment questionnaires as you start and progress through the course to document the development of your confidence, skills and knowledge.

## Professional benefits

- Develop effective leadership and management skills for SEND coordination within an international school setting.
- Develop an understanding of how wider cultural, political, historical and community contexts influence SEND provision internationally.
- Engage with international research and evidence based practice regarding inclusive education.
- Embrace flexible distance learning – less time out of school.
- Apply practice-led learning as you work.

- Learn with experienced SEND professionals and EPs.
- Access a wealth of online resources and academic research.

## School benefits

- Improved SEND strategy, policies and procedures for inclusive education.
- Effective support for the most vulnerable and complex children in the school.
- Effective strategies to differentiate between and support pupils who have English as an additional language and/or special educational needs.
- 'Aspiring SENCOs' can undertake the NASENCO module with the support of the Head Teacher and existing SENCO.
- A stable, skilled and confident workforce.

## Eligibility

To complete this module, you will need to:

- Have completed an undergraduate degree.
- Be working in an international education setting, defined as a school that promotes international educational environment, either by adopting a curriculum such as that of the International Baccalaureate, or by following a national curriculum different from that of the school's country of residence.
- Have support from your setting as the named SENCO or as an aspiring SENCO.

## MODULE LEADER:



# Katie Hickin

Katie has worked within educational settings for a decade as a teacher, a SENCO and a member of the Senior Management Team. Now working for Real Group, Katie leads and tutors on the SEND Programme, including the NASENCO and iSENCO qualifications.

"It is a fantastic way to study in your own time. The material is well thought out, structured and interesting."

VICTORIA PRICE, PSYCHOLOGY FOR  
EDUCATION DELEGATE 2020



# Psychology for Education

Completion of this module, along with the Evidence and Pedagogy for Inclusion module, leads to the **Postgraduate Certificate SEND: Psychology for Education**

## A unique opportunity

This new module has been developed to provide an insight into the world of educational psychology. Understanding how theories of psychology and individual needs are linked is fundamental to adapting pedagogy to support and improve outcomes for all students.

## Course content

With this module, you will gain an understanding of psychological theories which can be applied in the educational setting, for example Cognitive Psychology, Positive Psychology and Personal Construct Psychology. You will learn key skills to help you identify meaningful patterns in behaviour and evaluate their significance.

## Flexible assessment

On completion of the learning experiences, you'll submit two critical/practical analysis assignments (1,500 words or equivalent each) and one reflective analysis (3,000 words).

## Professional benefits

- Gain knowledge of the inherent variability and diversity of psychological functioning and its significance in the classroom.
- Understand the individual differences of learners within a learning

environment and how to adapt pedagogy to support these.

- Explore and examine how positive psychology can impact on educational settings.
- Understand the mediating impact of the teacher in implementing metacognitive strategies with learners.
- Reflect and critically evaluate personal strengths and weaknesses for the purpose of future learning.

## School benefits

- Bring expertise in-school and save money.
- Flexible distance learning - less time out of school.
- Practice-focused - learn as you work.
- Access a wealth of practical resources, academic research and interactive materials.
- Improved understanding and support for the most vulnerable children in your school.

## Eligibility

To complete this module, you will need to:

- Have completed an undergraduate degree.
- Be working in or have access to a UK or international education setting - you will embed learning through practice in such a setting.



## MODULE LEADER:

# Jalak Patel

Jalak Patel is a senior educational psychologist who has worked with families and schools in the UK and Hong Kong. She is passionate about the use of psychology in the field of education to support children and young people to achieve their goals.

## At a glance...



Masters  
credits



**Study method:** Online

**Duration:** Up to 1 year

**Enrolment dates:** September, January and May

**10%**  
DA shop  
discount



"Being the SENDCo, I have been able to use the learning from this module to adjust systems to support children with learning difficulties."

MARIYA MOBEEN, COGNITION  
& LEARNING DELEGATE 2019



# Cognition and Learning

Completion of this module, along with the Evidence and Pedagogy for Inclusion module, leads to the **Postgraduate Certificate SEND: Cognition and Learning**

## Understanding the difficulties

This new module allows you to explore the interplay between cognitive functioning and development, the learning environment and the socio cultural context for learning. It addresses theories related to intellectual development including reference to historical and political contexts.

## Course content

This module will allow you to develop an in-depth understanding of what cognition and learning are through relevant models, frameworks and theories. You will then be able to use this knowledge to develop your skills and confidence in critically evaluating interventions used in educational settings.

## Flexible assessment

On completion of the learning experiences, you'll submit one critical analysis assignment (2,500 words), two reflective analysis assignments (500 words each) and one practice analysis assignment (2,500 words or equivalent).

## Professional benefits

- Gain in-depth knowledge of what constitutes cognition, including the relationship between cognition and learning and models of disability.
- Evaluate interventions, including the

principles of effective instruction and programme design.

- Develop a critical understanding of the processes of assessment and teaching in relation to meeting the cognition and learning area of special educational needs.
- Become aware of equal opportunities and anti-oppressive practice issues in relation to identifying and assessing cognition and learning difficulties.

## School benefits

- Interventions evaluated to ensure they provide effective support to help manage SEN across the school.
- Confidently provide advice to parents, colleagues, managers.
- Have the knowledge to manage difficult situations. Access a wealth of practical resources, academic research and interactive materials to support you.

## Eligibility

To complete this module, you will need to:

- Have completed an undergraduate degree.
- Be working in or have access to a UK or international education setting - you will embed learning through practice in such a setting.



## MODULE LEADER:

## Dr Jane Yeomans

Dr Jane Yeomans is a teaching fellow at the University of Birmingham and a vastly-experienced EP. She continues to be active in other Higher Education roles as External Examiner for the University of Manchester's professional training course and for the University College London post qualification doctorate in educational psychology. She is a distinguished academic with over 30 years' experience as a teacher and EP in nursery, primary and secondary settings.

## At a glance...



Masters credits



**Study method:** Online

**Duration:** Up to 1 year

**Enrolment dates:** September, January and May

**10%**  
DA shop discount

"Overall the course was excellent and I have already recommended it to other colleagues in school. Resources were excellent. Go for it!"

NEIL TRUMAN, AUTISM SPECTRUM CONDITIONS DELEGATE 2020



# Autism Spectrum Conditions

Completion of this module, along with the Evidence and Pedagogy for Inclusion module, leads to the **Postgraduate Certificate SEND: Autism Spectrum Conditions**

## Make a difference

This module is designed to give you an understanding of the skills that can be used to make a positive difference, and the opportunity to practice them. You will gain foundational knowledge of relevant theory, research and policy and the ability to critique knowledge and existing practice.

## Course content

Covering the historical background, diagnostic issues and psychological theories relating to the autism spectrum, you will incorporate experience from your own setting to develop knowledge of approaches to assessment and intervention. Statutory guidance and the broader social context for understanding autism spectrum conditions including family, other professionals and, of course, the individual's own perspective are also addressed.

## Flexible assessment

On completion of the learning experiences, you'll submit two critical analysis assignments (3,000 words or equivalent each).

## Professional benefits

- Gain in-depth knowledge of the concept of autism and the autism spectrum.

- Analyse the impact of social context, family context, and the individual's own views, strengths and motivations.
- Develop confidence in assessing individual needs in relation to autism.
- Become familiar with approaches and interventions for supporting learners.
- Appreciate the latest research and policy.

## School benefits

- Bring expertise in-school and save money.
- Flexible distance learning - less time out of school.
- Practice-focused - learn as you work.
- Access a wealth of practical resources, academic research and interactive materials.
- Develop effective support for the most vulnerable children in your school.

## Eligibility

To complete this module, you will need to:

- Have completed an undergraduate degree.
- Be working in or have access to a UK or international education setting - you will embed learning through practice in such a setting.



MODULE LEADER:

## Dr Sue Sheppard

Dr Sue Sheppard is a senior specialist educational psychologist in autism. She has worked closely with Lorna Wing, is a specialist speaker in autism for educational psychologists in training at University College London and has extensive experience of lecturing, training, consultancy, diagnosis and assessment.

## At a glance...



Masters credits



**Study method:** Online

**Duration:** Up to 1 year

**Enrolment dates:** September, January and May

**10%**  
DA shop discount





"The course gives you the opportunity to look at depth about an intervention and the impact it has on students with literacy difficulties."

MATTHEW FIEBIG, DYSLEXIA -  
LEADERSHIP & INTERVENTION  
DELEGATE 2018

# Dyslexia - Leadership and Intervention

Completion of this module, along with the Evidence and Pedagogy for Inclusion module, leads to the **Postgraduate Certificate SEND: Dyslexia - Leadership and Intervention**

## A vital professional need

Understanding dyslexia is crucial for every professional working in SEND today. Parents, colleagues and managers need informed advice they can trust, and support they can rely upon. This module will broaden your professional practice and give you a more thorough grasp of the latest thinking around dyslexia and practical interventions.

## Course content

This module is designed to give you an understanding of the skills that can be used to make a positive difference, and the opportunity to practice them. You will gain foundational knowledge of relevant theory, research and policy and the ability to critique knowledge and existing practice.

## Flexible assessment

On completion of the learning experiences, you'll submit three main assignments (2,000 words or equivalent each).

## Professional benefits

- Evaluate interventions, including the principles of effective instruction and programme design.
- Undertake a leadership role to support pupils with literacy difficulties/dyslexia in your setting.
- Evaluate best practice in interventions for dyslexia.

- Become familiar with typical and atypical development in relation to literacy acquisition.
- Understand the link between self-esteem, motivation and reading failure.
- Appreciate how contextual issues contribute to literacy learning/failure.

## School benefits

- Interventions put in place to help manage dyslexia across the school.
- Confidently recruit and manage staff delivering dyslexia services.
- Confidently provide advice to parents, colleagues, managers.
- Know when and how to seek the advice of an educational psychologist or other specialist.
- Have the skills to demonstrate and provide evidence of progress.
- Have the knowledge to manage difficult situations.

## Eligibility

To complete this module, you will need to:

- Have completed an undergraduate degree.
- Be working in or have access to a UK or international education setting - you will embed learning through practice in such a setting.

Please note: this module does not lead to gaining the SplD Assessment Practising Certificate (APC). Please see pages 60 & 61 for more details.

## MODULE LEADER:

## Dr Julie Cozens

Dr Julie Cozens is a senior educational psychologist specialising in literacy and interventions for dyslexia. She has made key contributions to the development of dyslexia policy and practice for local authorities and delivers dyslexia training to teacher and trainee educational psychologists at Exeter University.

## At a glance...



Masters  
credits



**Study method:** Online

**Duration:** Up to 1 year

**Enrolment dates:** September, January and May

**10%**  
DA shop  
discount



# Social, Emotional and Mental Health Needs

Completion of this module, along with the Evidence and Pedagogy for Inclusion module, leads to the **Postgraduate Certificate SEND: Social, Emotional and Mental Health Needs**

## Meeting a growing challenge

Pupils experiencing social, emotional and mental health (SEMH) difficulties represent a large and growing area of need across the age range in both mainstream and specialist school settings. This module enables you to develop your understanding of SEMH and bring your practice right up-to-date with current thinking.

## Course content

This module is designed to give you an understanding of the skills that can be used to make a positive difference, and the opportunity to practice them. You will gain foundational knowledge of relevant theory, research and policy and the ability to critique knowledge and existing practice.

## Flexible assessment

On completion of the learning experiences, you'll submit two critical analysis assignments (3,000 words or equivalent each).

## Professional benefits

- Bring your practice up to date with the latest thinking and emerging trends in working with children with SEMH.
- Understand specific difficulties such as self harm, anxiety, depression, and

- eating disorders.
- Learn about the relationship of SEMH to mental health theories around risk and resilience.
- Gain confidence and expertise in evaluating your own work context in relation to local and national provision and legal frameworks.
- Critically analyse management approaches, and tools for assessment and identification.

## School benefits

- Bring expertise in-school and save money.
- Develop practical skills, tutored by professional experts.
- Access a wealth of practical resources, academic research and interactive materials to support you.
- Develop your confidence to support the most vulnerable and complex children in your school effectively.

## Eligibility

To complete this module, you will need to:

- Have completed an undergraduate degree.
- Be working in or have access to a UK or international education setting - you will embed learning through practice in such a setting.

"This course has given me the knowledge and skill-set to work in a role I am passionate about."

CAROLINE COLLINS, SEMH  
MODULE DELEGATE, 2020



**MODULE LEADER:**

## Joanna Wood

Jo Wood joined Real Group as a Senior Educational Psychologist in September 2019. Her doctoral research was on supervision for school staff. She has a particular interest in adolescence, school exclusion and mental health.

## At a glance...



Masters credits



**Study method:** Online

**Duration:** Up to 1 year

**Enrolment dates:** September, January and May

**10%**  
DA shop discount





# Speech, Language and Communication Needs

Completion of this module, along with the Evidence and Pedagogy for Inclusion module, leads to the **Postgraduate Certificate SEND: Speech, Language and Communication Needs**

## Meeting the growing challenge

The Bercow Report of 2008 highlighted that around 40,000 children in the UK – approximately 1 in 14 five-year-olds – start school with serious speech, language and communication needs (SLCN). The report stressed the importance of early identification of need as well as improved planning, support and cooperation between professionals. Against the backdrop of the Bercow recommendations, this module was originally developed with The Communication Trust with the explicit aim of enabling you to develop your professional understanding of SLCN and incorporate the latest thinking into your practice.

## Course content

This module is designed to give you an understanding of the skills that can be used to make a positive difference. You will gain foundational knowledge of relevant theory, research and policy and the ability to critique existing practice.

## Flexible assessment

On completion of the learning experiences, you'll submit two critical analysis assignments and a further analytical assignment (a total of 6,000 words or equivalent across the three assignments).

## Professional benefits

- Understand the nature and range of SLCN and their impact on the pupil.
- Appreciate the speech, language and communication development of children and young people and its relationship to learning, social, emotional development and behaviour.
- Gain confidence and experience in using methods to identify, assess and profile needs.
- Critically evaluate your own practice.
- Learn how SLCN can be effectively supported, including through pupil voice and participation.

## School benefits

- Bring expertise in-school and save money.
- Access a wealth of practical resources, academic research and interactive materials to support you.
- Develop your confidence to support the most vulnerable and complex children in your school effectively.

## Eligibility

To complete this module, you will need to:

- Have completed an undergraduate degree.
- Be working in or have access to a UK or international education setting - you will embed learning through practice in such a setting.

"Real Training Online Training has been well thought out, module tutors are very supportive, material is well organised and logical."

LAURA MCCLURE, SLCN  
MODULE DELEGATE 2020



**MODULE LEADER:**

## Janet Stevens

Janet Stevens is an experienced speech and language therapist. She has worked extensively with the NHS and is also an independent practitioner.

## At a glance...



Masters credits



**Study method:** Online

**Duration:** Up to 1 year

**Enrolment dates:** September, January and May

**10%**  
DA shop discount

# Severe, Profound and Complex Learning Difficulties and Disabilities

Completion of this module, along with the Evidence and Pedagogy for Inclusion module, leads to the **Postgraduate Certificate SEND: Severe, Profound and Complex Learning Difficulties and Disabilities**

## Fulfilling the ambition

With around a quarter of learners with Severe Learning Difficulties (SLD) or Profound and Multiple Learning Difficulties (PMLD) currently being taught in mainstream settings, the Salt Review of 2010 envisaged a future in which teaching SLD/PMLD is developed as an area of special expertise, 'with higher status and value'. This module is designed to give you the specialist knowledge and practice-based understanding to fulfill the ambition of the Salt Review.

## Course content

With the emphasis on applied learning, you will gain a technical understanding of the needs of learners with SLD/PMLD and Complex Learning Difficulties and Disabilities (CLDD), how to adapt the curriculum for them, assess their progress and collaborate with parents, carers and other professionals to meet their needs. If you are interested in becoming a specialist in this area, this module will deliver what you need.

## Flexible assessment

On completion of the learning experiences, you'll submit one critical analysis assignment (3,000 words) and two practice analysis assignments (1,500 words or equivalent each).

## Professional benefits

- Enhance communication between children, parents and other professionals.
- Understand and respond to legislation.
- Develop your understanding of working with other services.
- Understand safeguarding, privacy and dignity issues in relation to care and support.
- Evaluate the impact of a chosen intervention.

## School benefits

- Bring expertise in-school and save money.
- Flexible distance learning - less time out of school.
- Access a wealth of practical resources, academic research and interactive materials.
- Develop effective support for the most vulnerable children in your school.

## Eligibility

To complete this module, you will need to:

- Have completed an undergraduate degree.
- Be working in or have access to a UK or international education setting - you will embed learning through practice in such a setting.

"It has a very practical focus which has enabled me to see immediate improvements in my professional practice."

CAROLINE WOOLNOUGH, SPCLDD  
 MODULE DELEGATE 2020



**MODULE LEADER:**

## Margaret Mulholland

Margaret Mulholland leads the Development and Research Centre at Swiss Cottage Specialist SEN School. She has an exceptional track record of establishing innovative initial teacher education, professional development and leadership programmes.

## At a glance...



**Masters**  
 credits



**Study method:** Online

**Duration:** Up to 1 year

**Enrolment dates:** September, January and May

**10%**  
 DA shop  
 discount





"Real Training  
is a professional,  
effective and  
supportive way to  
study online!"

SOPHY WILLMOTT, EVIDENCE  
& PEDAGOGY FOR  
INCLUSION DELEGATE 2020

# Evidence & Pedagogy for Inclusion (EPI)

This module is the perfect partner for our range of Skills and Knowledge modules, allowing you to achieve a **Postgraduate Certificate qualification in a specialist subject**.

## A compelling combination

To complete the Evidence and Pedagogy for Inclusion (EPI) module, you will need to have completed, or be taking concurrently, one or more of our range of Skills and Knowledge (S&K) modules. You can then enrol on the EPI module and choose a focus area which matches one of the S&K modules you have already taken:

- Psychology for Education.
- Cognition and Learning.
- Autism Spectrum Conditions.
- Dyslexia - Leadership and Intervention.
- Social, Emotional and Mental Health Needs.
- Speech, Language and Communication Needs.
- Severe, Profound and Complex Learning Difficulties and Disabilities.
- Educational Testing.\*

\*This focus area can be chosen if you have completed, or are currently completing, the Certificate of Competence in Educational Testing (CCET).

## Course content

This new EPI module allows you to apply the skills and knowledge you have gained from your preceding module to the development of professional practice in real world situations (casework, school-based work). A focus on reflective practice will also help you to continue to improve your practice beyond the course. The activities will enhance your understanding of your chosen focus area.

## Flexible assessment

On completion of the learning experiences, you'll submit one practice analysis assignment (2,500 words), one critical analysis assignment (2,500 words) and one reflective analysis assignment (1,000 words).

## Professional benefits

- Develop a deeper understanding of your chosen focus area.
- Further develop the skills of a reflective practitioner in education.
- Apply knowledge of evidence-based practice to working with learners with SEND in a real-world context.

## School benefits

- Bring expertise in-school and save money.
- Plan, deliver and evaluate interventions in their educational setting for pupils with needs in the nominated SEND focus area.
- Access a wealth of practical resources, academic research and interactive materials to support you.

## Eligibility

To complete this module, you will need to:

- Have completed at least one of our S&K modules.
- Be working in or have access to a UK or international education setting - you will embed learning through practice in such a setting.

## Module leaders

Please note that the module leaders for the EPI focus areas are the same as the S&K modules - please see the relevant S&K module page for details.

## At a glance...



Masters  
credits



**Study method:** Online

**Duration:** Up to 1 year

**Enrolment dates:** September, January and May

**10%**  
DA shop  
discount



# Enquiry-based SEND Practice

Completion of this module, after gaining 120 credits from other SEND programme modules, leads to the **Master of Education in SEND**

## Completing your MEd

This module is required for completion of the MEd in Special Educational Needs and Disability (SEND). The supported piece of enquiry-based professional research will help you examine your own practice and that of others to gain a new level of understanding of how enquiry, research and critical reflection can improve outcomes for those you are working with.

Whatever your professional role across the spectrum of educational settings, in the area of SEND - as in any other - there is a need for culturally relevant, responsive services that make a positive difference and help understand the child in the context of their network of family and professional support. Completion of this module will give you the skills and knowledge you need to meet this challenge.

## Your own research project

Choosing the area of SEND of most interest or relevance to you, this carefully structured module will enable you to critically engage with the theory and research base and conduct an enquiry-based research project of your own. Throughout there will be a strong emphasis on reflective activities, further improving your understanding of your own and others' practice and helping you to develop effective teaching and management strategies.

Topics covered will include:

- Approaches to enquiry: qualitative and quantitative, positivist and interpretative.
- Features of enquiry-based practice and practitioner research.
- Negotiating research in your organisation: using the RADIO model.
- Designing a piece of enquiry-based practice: Action Research cycles.
- Research ethics and codes of conduct.
- Data collection and analysis.
- Writing up your research.

Action and enquiry-based research allow you to focus on practice that is useful to you and your organisation. Rather than standing on the side noticing and recording, the action and enquiry approach puts you at the centre of change - making a positive difference.

## Choosing your research topic

Contact us if you are ready to complete your Masters and you wish to talk through possible topics for further enquiry or research. Whilst it is not necessary to have a topic idea prior to enrolling on this module we understand that sometimes it can help with the process of enrolment if you can be sure that a topic is relevant for further enquiry and research. In these circumstances we are happy to talk through ideas with you and other people you work with.



## At a glance...



Masters credits



**Study method:** Online

**Duration:** Up to 1 year

**Enrolment dates:** September, January and May

**10%**  
DA shop discount





**100%**  
of all Enquiry  
delegates in 2019  
rated the library and  
e-resources as good  
or very good

### Flexible assessment

This practice-based distance learning module is structured around carefully designed learning experiences, each with a practical activity at its heart that engages directly with your own professional context. Supporting theory, reflection and example activities will help you undertake and complete the relevant aspects of the assignments up to and including the completion of your Action Research project. You will submit two critical analysis assignments (3,000 words each), one practice analysis assignment (5,000 words or equivalent) and one reflective analysis (1,000 words or equivalent). Where a word equivalence is given, you may submit as part of your final portfolio of evidence multimedia resources that you have produced within your applied practice.

### Professional benefits

- Focus your research on a topic of relevance to you.
- Undertake an enquiry-based research project that makes a difference.
- Apply the enquiry-based approach to practice.
- Publish your work with our guidance and support.
- Complete your Master of Education (MEd).
- Progress your professional career.

### Eligibility

To complete this module, you will need to:

- Have completed 120 masters credits with us or through accepted accreditation for prior learning (APL) - see page 16 for details.
- Be working in or have access to a UK or international education setting - you will embed learning through practice in such a setting.



#### MODULE LEADERS:

## Dr Jane Yeomans & Dr Mark Turner

Dr Jane Yeomans is a teaching fellow at the University of Birmingham and a vastly-experienced EP. She continues to be active in other Higher Education roles as External Examiner for the University of Manchester's professional training course and for the University College London post qualification doctorate in educational psychology. She is a distinguished academic with over 30 years' experience as a teacher and EP in nursery, primary and secondary settings.

Dr Mark Turner is one of Real Group's directors, a senior educational psychologist and co-founder of the Nurture Group Network. He has a range of experience in SEND practice as a teacher, SENCO, lecturer and mentor of students undertaking professional development training.

# Inclusive Leadership Qualifications

Empowering and inspiring the next generation of leaders in education.

## MA in Leading Inclusive Education (MALIE)

Working in partnership with Middlesex University, we are pleased to offer an alternative Masters route to the SEND Programme, designed for today's leaders in education and the challenges they face regarding the important area of inclusion. With optional modules informing you on the latest research and thinking around gender and sexuality, communities and culture and learning differences amongst other key areas, the MA in Leading Inclusive Education (MALIE) offers leaders and aspiring leaders the opportunity to develop effective inclusive practice in their settings.

MALIE is a natural next step for those who have already completed the National Award for SEN Coordination (NASENCO) or one of the National Professional Qualifications (NPQs), and wish to focus on inclusion. Masters credits from these courses can be brought onto the programme in line with the Accreditation for Prior Learning (APL) guidelines from Middlesex University.

See pages 36-45 for more details on the MALIE programme and look out for modules with the MALIE programme logo.



## National Professional Qualifications (International settings only)

Real Training is working in partnership with LLSE, an approved Lead Provider of the DfE-accredited NPQ courses, to deliver effective leadership programmes to leaders and aspiring leaders in international settings.

If you are based in an international setting, you are able to book the new-format National Professional Qualifications (NPQs) with us now. These aim to meet the needs and expectations of today's leaders and aspiring leaders in schools and colleges.

**National Professional Qualification for Headship (NPQH)** - For school leaders who are, or aspire to be, a headteacher or head of school with responsibility for leading a school.

**National Professional Qualification for Senior Leadership (NPQSL)** - For those who are or aspire to be senior leaders with responsibilities across an educational setting.

**National Professional Qualification in Leading Teaching (NPQLT)** - For teachers who have or aspire to have, responsibilities for leading teaching in a subject, year group, key stage or phase.

"Fantastic support, understanding and great resources which fits around daily roles in school. Minimal impact on school, due to online nature."

MARTIN ECCLESHARE,  
NPQH DELEGATE 2020

By completing one of the three available NPQ courses with Real Training, you will gain a highly valued and internationally respected qualification which is accredited by the Department of Education (DfE). Our fully-online delivery provides the ultimate flexibility for you to study at a pace that complements your professional and personal commitments.

Whether you are aspiring to become a head of department, you are an experienced teaching leader or have been newly appointed as a head teacher, we have a course to help you develop your leadership skills to encourage, inspire and support others in your setting.





**“Leadership and learning are indispensable to each other.”**

John F. Kennedy



# MA in Leading Inclusive Education (MALIE)

Masters-level, practice-led learning modules allowing you to develop key expertise and skills to become an inclusive leader in your setting

## Developing inclusive education practice

The MA in Leading Inclusive Education (MALIE) programme is delivered and assessed by Middlesex University. It was developed jointly by Middlesex and Real Training to create a 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. With the benefits offered by Real Training's Campus Online learning portal, MALIE is a flexible programme, offering practice-led learning of the highest quality, supported by leadership experts.

## Accreditation for Prior Learning (APL)

Real Training is delighted to welcome delegates to the programme who have already gained relevant credits at Masters level (level 7 credits) on another course. A maximum of two-thirds of the credits for any final exit award can be obtained through APL. Therefore, delegates will need to consider their intended exit point from the MALIE programme. The credits will need to be level 7, achieved in the last five years and the learning outcomes should match those of our own MALIE Programme modules.

## Building your Masters programme

Complete four modules to gain your MA in Leading Inclusive Education. In the first module, you'll learn about the latest thinking and research on leadership styles and structures and how your own leadership skills compare. You can then select two out of six optional modules to focus your skills and knowledge in areas that are of particular interest to you or areas that relate to specific challenges in your setting. Finally, you will take the Enquiry module to bring together what you have learnt, allowing you to apply your skills to develop, implement and evaluate an intervention in your setting.

### 1. Take the compulsory first module:

- Leadership of Inclusive Practice - page 38



### 2. Choose two 30-credit modules to complete:

- Gender and Sexuality - page 39
- Communities and Culture - page 40
- Social, Emotional and Mental Health Difficulties - page 41
- Learning Differences - page 42
- Learning Conversations, Coaching and Mentoring - page 43



### 3. Compulsory final module:

- Enquiry-based Inclusive Practice - page 44



## Gaining a Postgraduate Certificate





"I would highly recommend the quality of resources and the convenience of studying online."

MAGDA MAY, MALIE  
DELEGATE 2019

If you wish to exit the programme with a Postgraduate Certificate in Leading Inclusive Education, you will need to complete 60 credits on the programme. This will include either the full 60-credit Leadership of Inclusive Practice module or a 30-credit version of this module combined with 30 credits from a prior qualification, agreed with Real Training and Middlesex University in advance.

If you wish to exit the programme with a Postgraduate Diploma in Leading Inclusive Education, you will need to complete 120 credits on the programme. This will include the Leadership of Inclusive Practice module, either as a 60 or as a 30 credit module\* plus two or three of the optional 30-credit modules.

\* The 30-credit version of the Leadership of Inclusive Practice module is only available when delegates are able to bring in 30 credits from a prior qualification, as agreed in advance with Real Training and Middlesex.

## Completing a Postgraduate Diploma

"A very well set out platform. User interface is very good and it is very easy to use. The messaging system is effective and the comments section is useful."

SARAH COULTHURST, MALIE  
DELEGATE, 2019



# Leadership of Inclusive Practice

## Building an inclusive school

How can you inspire, encourage and support others to develop inclusive practice in your setting? What does the latest research tell you about leadership styles and structures and how to harness them effectively? This compulsory module forms the basis of your journey through this programme and provides the foundation upon which you will build your knowledge and skills.

## Course content

During this module you'll develop a critical understanding of leadership and management models, leadership styles and the difference between leadership and management. You'll reflect on your own and others' leadership styles and begin to develop your own leadership and management skills further.

## Flexible assessment

On completion of the learning experiences, you'll submit one critical analysis assignment (5,000 words), one practice analysis assignment (5,000 words) and one reflective analysis (2,000 words).

## Professional benefits

- Develop a critical understanding on leadership and management models and the difference between leadership and management.
- Develop highly effective leadership and management skills.
- Understand the context of inclusive

practice in education and the role of leadership in developing inclusive education.

- Practice-focused - learn as you work.

## School benefits

- Effective and inclusive leaders.
- Improved communication, time management and people management skills of school leaders.
- Effective inclusion policies and practice to support all children in the school.
- A stable, skilled and confident workforce.
- Flexible distance learning - less time out of school.

## Eligibility

To complete this module, you will need to:

- Have completed an undergraduate degree.
- Be working in or have access to a UK or international education setting - you will embed learning through practice in such a setting.



## MODULE LEADERS:

## Dr Mark Turner & Ron Sergejev

Dr Mark Turner is one of Real Group's directors and a senior educational psychologist with a range of experience working in and with educational settings.

Ron Sergejev works at Middlesex University as the Programme Leader for MALIE. He also has many years of experience working in school leadership roles.

## At a glance...



Masters  
credits



**Study method:** Online

**Duration:** Up to 1 year

**Enrolment dates:** October, February & June

**10%**  
DA shop  
discount

"The course tutors are extremely knowledgeable, approachable and helpful."

CATRIN BRAUNER, CPT3A AND  
NASENCO DELEGATE 2019



# Gender and Sexuality

## Meeting a growing challenge

How diverse is your curriculum with respect to gender and sexuality? Do those engaged with learners in your setting appreciate the significance of socially constructed frameworks on those who identify as lesbian, gay, bisexual, transgender, queer and intersex? What about the law - do you understand the implications of the legislation around an oppressive and discriminatory practice? These are just some of the challenging and vital questions to be addressed in relation to gender and sexuality within contemporary educational contexts.

## Course content

This module provides the opportunity for you to explore important issues and challenges relating to gender and sexuality in an educational setting today. The module will equip you with the skills to develop interventions that will promote and maintain an informed and constructive dialogue around gender and sexuality in your setting.

## Flexible assessment

On completion of the learning experiences, you'll submit one critical analysis assignment (2,000 words), one practice analysis assignment (2,000 words) and one reflective analysis (2,000 words).

## Professional benefits

- Analyse, critically evaluate and develop

strategies that minimise the impact of gender stereotypes within education settings on children and their families.

- Demonstrate and reflect critically on gender and sexuality issues affecting young people.
- Understand critical theories and models on gender, sexuality and heteronormativity, amongst others.
- Develop interpersonal and group work skills in working with young people around sensitive issues.
- Practice-focused - learn as you work.

## School benefits

- Effective interventions to support young people are developed and delivered, based on research evidence.
- Updated and clear policies relevant to promoting equality and diversity in your educational setting.
- Guidance and best practice to combat discrimination that relate to gender and sexuality of young people in your setting.
- Effective strategies to support the wellbeing of young people.
- A stable, skilled and confident workforce.

## Eligibility

To complete this module, you will need to:

- Have completed an undergraduate degree.
- Be working in or have access to a UK or international education setting - you will embed learning through practice in such a setting.

## MODULE LEADER:

## Dr Jayne Osgood

Dr Jayne Osgood has been Professor of Education in the Centre for Education Research & Scholarship at Middlesex University since 2015. She started her research career in 1997 and has extensive experience of undertaking a wide range of funded research for various sponsors in the education sector.

## At a glance...



Masters credits



**Study method:** Online

**Duration:** Up to 1 year

**Enrolment dates:** October, February & June

**10%**  
DA shop discount



"Thank you  
Real Training for a  
great experience in  
online training!"

AMY BARLOW, CCET  
GRADUATE 2017



# Communities and Culture

## Creating an inclusive environment

What are culture, identity and community? Where does one begin and the other end? What are the strategies that can be used in a modern educational setting to promote inclusion whilst respecting and valuing difference? Understanding the influence of culture and community on pupils, families and their ensuing relationship with the educational setting is a vital and expanding area of research in contemporary education. The notions of cultural and community identity are shifting and encompassing new territory such as gender, online communities, and alternative communities in addition to the traditional areas of ethnicity, nationality and religion.

## Course content

The Communities and Culture module will allow you to develop your understanding of theory and practice in relation to these issues. You'll examine the variety of cultures and different communities related to your setting, the provisions and community resources available to you in your practice, as well as establishing a plan for leading your setting towards a cohesive approach to multiculturalism and community settings.

## Flexible assessment

On completion of the learning experiences, you'll submit one critical analysis assignment (2,000 words), one practice analysis assignment (2,000 words) and one reflective analysis (2,000 words).

## Professional benefits

- Become aware of theoretical perspectives on multiculturalism, identity, and community.
- Gain a deeper understanding of cultural and community influence on pupils, families and their ensuing relationship with the educational setting.
- Become the leading voice in your setting for best practice relating to culture and communities, establishing a plan for a cohesive approach to multiculturalism.
- Practice-focused - learn as you work.

## School benefits

- Identification and improved understanding of the beliefs, attitudes and values held by the cultures and/or communities in your setting.
- Improved practice relating to cultures and communities in your setting.
- A stable, skilled and confident workforce.
- Flexible distance learning - less time out of school.

## Eligibility

To complete this module, you will need to:

- Have completed an undergraduate degree.
- Be working in or have access to a UK or international education setting - you will embed learning through practice in such a setting.



MODULE LEADER:

## Ron Sergejev

Ron Sergejev has 35 years' experience in secondary schools in North London and Hertfordshire. Many of them spent in senior leadership positions. He currently works at Middlesex University as a Programme Leader for various Masters programmes and is also module leader for some undergraduate programmes and Initial Teacher Training.

## At a glance...



Masters  
credits



**Study method:** Online

**Duration:** Up to 1 year

**Enrolment dates:** October, February & June

**10%**  
DA shop  
discount



# Social, Emotional and Mental Health Difficulties

## A vital professional need

Bring your practice up to date with the latest thinking and emerging trends in working to meet the social, emotional and mental health needs of learners. Recognise the significance of social, emotional and mental health needs and their relationship to mental health theories about risk and resilience.

## Course content

In this module, you will gain confidence and expertise in evaluating your own work setting in relation to local and national provision and legal frameworks. You will also critically analyse management approaches and tools for assessment and identification.

## Flexible assessment

On completion of the learning experiences, you'll submit one critical analysis assignment (3,000 words) and one practice analysis and reflection assignment (3,000 words).

## Professional benefits

- Gain a deeper understanding of the possible controversial issues around SEMH, including medical models and labelling.
- Develop your understanding of the characteristics of children and young people with SEMH alongside an exploration of the 'normal' child development.

- Understand current research and good practice guidance relating to SEMH including psychological theories.
- Reflect on your own practice and develop key skills to support children experiencing SEMH in your setting.
- Practice-focused - learn as you work.

## School benefits

- Effective strategies and improved provision to support and manage children who are experiencing SEMH.
- Updated policies in line with UK-related legislation, policy and guidance to support pupils with SEMH.
- Bring expertise in-school and save money.
- Flexible distance learning - less time out of school.

## Eligibility

To complete this module, you will need to:

- Have completed an undergraduate degree.
- Be working in or have access to a UK or international education setting - you will embed learning through practice in such a setting.

"The course itself is great, well thought and well put together."

CATHERINE FRASER-ANDREWS,  
SEMH D DELEGATE 2019



MODULE LEADER:

**Joanna Wood**

Jo Wood joined Real Group as a Senior Educational Psychologist in September 2019. Her doctoral research was on supervision for school staff. She has a particular interest in adolescence, school exclusion and mental health.

## At a glance...



Masters credits



**Study method:** Online

**Duration:** Up to 1 year

**Enrolment dates:** October, February & June

**10%**  
DA shop discount

"It is an absolute academic and professional way to progress in your career."

JANA POPESCU, LEARNING DIFFERENCES DELEGATE 2020



# Learning Differences

## Make a difference

The Learning Differences module presents an opportunity for you to evaluate how well you and others understand a range of learning needs and to consider how to lead your setting in applying an effective and ethical narrative in relation to learning differences, such as literacy difficulties, special educational needs and/or disability, or the needs of the most able pupils.

## Course content

In this module, you will develop your knowledge and understanding of a range of learning needs, while focusing further on needs that may be particularly relevant to your setting. The module will equip you with a working knowledge of how current research, narratives on learning needs and legislation apply to your setting.

## Flexible assessment

On completion of the learning experiences, you'll submit one critical analysis assignment (2,000 words), one practice analysis assignment (2,000 words) and one reflective analysis (2,000 words).

## Professional benefits

- Gain a greater understanding of historical and current trends relating to learning differences, including SEND legislation and guidance.
- Develop the ability to identify learning differences relevant in your setting.
- Lead your setting in applying an effective and ethical narrative in relation to learning differences.
- Practice-focused - learn as you work.

## School benefits

- Bring expertise in-school and save money.
- Positive management and intervention approaches to children with learning differences in your setting.
- Improved inclusive practice and educational provision for children with learning differences.
- Flexible distance learning - less time out of school.

## Eligibility

To complete this module, you will need to:

- Have completed an undergraduate degree.
- Be working in or have access to a UK or international education setting - you will embed learning through practice in such a setting.



MODULE LEADER:

## Ron Sergejev

Ron Sergejev has 35 years' experience in secondary schools in North London and Hertfordshire. Many of them spent in senior leadership positions. He currently works at Middlesex University as a Programme Leader for various Masters programmes and is also module leader for some undergraduate programmes and Initial Teacher Training.

## At a glance...



Masters credits



**Study method:** Online

**Duration:** Up to 1 year

**Enrolment dates:** October, February & June

**10%**  
DA shop discount





"With Real Training you get professional, informative and helpful guidance from start to finish."

ANNA RUSSELL, CPT3A  
GRADUATE 2018

# Learning Conversations, Coaching and Mentoring

## Providing effective support

The Learning Conversations, Coaching and Mentoring module gives you the opportunity to gain a deeper understanding of some of the more common coaching models as well as be introduced to the field of coaching psychology. Through this research and the module's assignments, you will develop coaching and mentoring skills which serve as key leadership tools to support and develop colleagues and build capacity within your setting.

## Course content

On completing this module, you will have developed your own skills through regular coaching dialogues in the workplace and reflection on this practice as part of a small action research project. You will learn about the field of coaching psychology and its wide range of behavioural and cognitive techniques that enable individuals to reach their capabilities through self-directed learning and personal growth as well as enhancing their wellbeing. You'll also explore theoretical debates about coaching and mentoring and reflect upon the ways in which the two themes interrelate.

## Flexible assessment

On completion of the learning experiences, you'll submit one critical analysis assignment (2,000 words), one practice analysis assignment (2,000 words) and one reflective analysis (2,000 words).

## Professional benefits

- Gain a deeper understanding of what inclusive coaching and inclusive mentoring is.
- Develop highly effective key coaching and mentoring skills.
- Become an effective inclusive leader, working successfully with colleagues in your setting.
- Practice-focused - learn as you work.

## School benefits

- Flexible distance learning - less time out of school.
- A stable, skilled and confident workforce.
- Effective leaders with improved communication and people management skills.

## Eligibility

To complete this module, you will need to:

- Have completed an undergraduate degree.
- Be working in or have access to a UK or international education setting - you will embed learning through practice in such a setting.



## MODULE LEADER:

## Ron Sergejev

Ron Sergejev has 35 years' experience in secondary schools in North London and Hertfordshire. Many of them spent in senior leadership positions. He currently works at Middlesex University as a Programme Leader for various Masters programmes and is also module leader for some undergraduate programmes and Initial Teacher Training.

## At a glance...



Masters credits



**Study method:** Online

**Duration:** Up to 1 year

**Enrolment dates:** October, February & June

**10%**  
DA shop discount







"I have found  
Real Training courses  
the most useful, robust and  
enjoyable out of all the  
providers I have  
encountered."

DAWN FENWICK, NASENCO  
GRADUATE 2018



# Enquiry-based Inclusive Practice

## Completing your MA

This 60 credit module completes the MA Leading Inclusive Education programme, enabling you to bring together what you have learned and apply your skills to develop, implement and evaluate an intervention in your chosen setting. It's an exciting and rewarding way to conclude your Masters programme and one that we hope will inspire you as a leader and promoter of positive change throughout your subsequent career.

## Course content

Using the action research approach known as RADIO (Research and Development in Organisations), you'll explore how leadership can make a difference in your focus area of inclusion. The module activities will guide you through the process, from researching and developing your proposal, to engaging with stakeholders, implementing the intervention and data gathering, before writing up and presenting your findings.

## Flexible assessment

On completion of the learning experiences, you'll submit two critical analysis assignments (3,000 words each), one practice analysis assignment (5,000 words) and one reflective analysis (1,000 words).

## Professional benefits

- Focus on a research topic of relevance to you.
- Undertake an enquiry-based research project that makes a difference.
- Apply the enquiry-based approach to practice.
- Complete your MA in Leading Inclusive Education.
- Progress your professional career.

## Eligibility

To complete this module, you will need to:

- Have completed 120 masters credits with us or through accepted accreditation for prior learning (APL) - see page 36 for details.
- Be working in or have access to a UK or international education setting - you will embed learning through practice in such a setting.



### MODULE LEADERS:

## Dr Mark Turner & Dr Jane Yeomans

Dr Mark Turner is one of Real Group's directors and a senior educational psychologist with a range of experience working in and with educational settings.

Dr Jane Yeomans is a teaching fellow at the University of Birmingham. She has over 30 years' experience as a teacher and educational psychologist in a range of educational settings.

## At a glance...



Masters  
credits



**Study method:** Online

**Duration:** Up to 1 year

**Enrolment dates:** October,  
February & June

**10%**  
DA shop  
discount



# Professional Assessment Courses and Qualifications

Industry-leading courses in assessment, educational testing and access arrangements.

## A unique way to learn

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.

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

## Further studies

Our CCET qualification (p.54-55) is a great stand-alone course but it is also a stepping stone to further learning. After completing CCET you could go on to be a qualified Access Arrangements Assessor or a Specialist Teacher with a Specific Learning Difficulties (SpLD) Assessment Practising Certificate (APC). If you need additional educational testing support in your setting, you will also be able to supervise a number of Assistant Test Users. All learning journeys are outlined on pages 44-45 and you can also find out more on the individual course pages to follow.

If you are looking to complete our CPT3A qualification (pages 58-59), you may find it useful to sign up to our free-of-charge Access Arrangements Update (AAU) course each year. This will provide you with details of any updates made by the Joint Council for Qualifications (JCQ) each September and

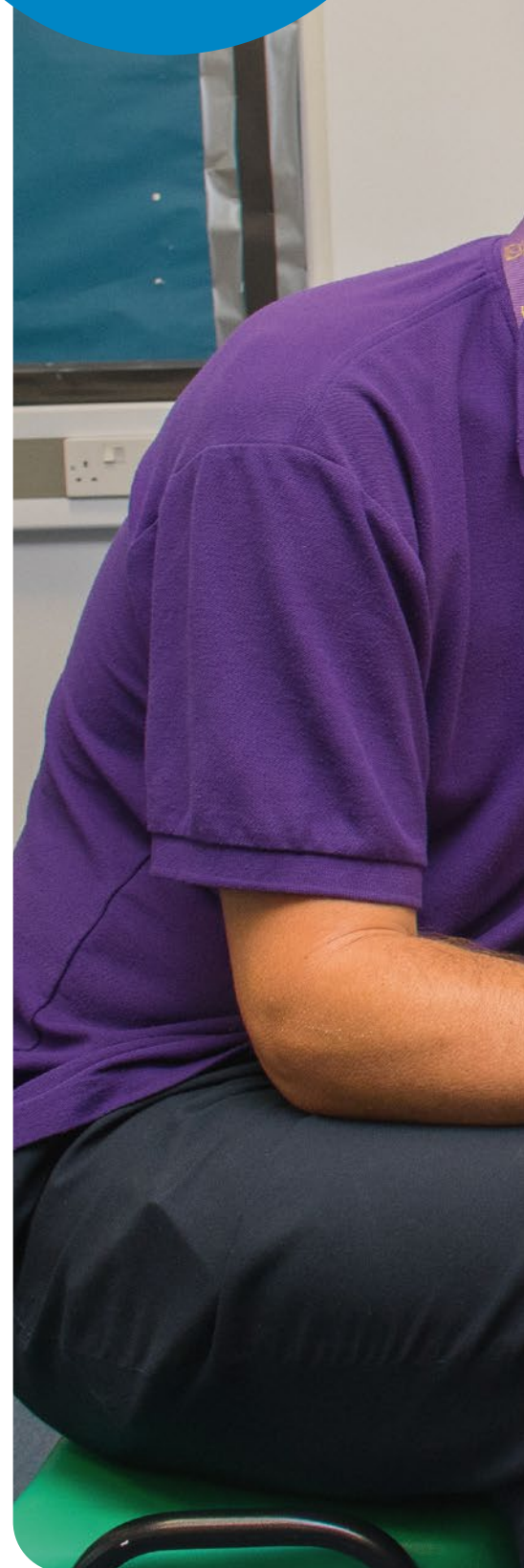
outline any other new developments in the field of educational assessment.

## Eligibility for the BPS's Register of Qualifications in Test Use (RQTU)

You would be eligible for the RQTU upon successful completion of CCET, CPT3A or ATU 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 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. For more information on exactly what the BPS charges, take a look at [ptc.bps.org.uk/how-apply-packs](http://ptc.bps.org.uk/how-apply-packs). Please note: We have not included the additional BPS costs in the price of our courses, because not everybody wants to join the BPS's RQTU – although we do recommend it.







**Study  
Route  
Purchase  
Scheme**

## Study Route Purchase Scheme

We understand that not all delegates have access to tests in their setting and may need to purchase assessments to enable them to be complete the course. In addition, some delegates are unable to access a higher level of test until they are suitably qualified. Real Training is working with the Dyslexia Action Shop to support these delegates through a Study Route Purchase Scheme

In agreement with the test publishers we are able to allow access to some of the

higher level assessments during your training on the CCET, CPT3A and ATU courses. As long as you complete the course you will be able to keep the assessment to begin to develop a library of suitable assessments.

Download the order form online or contact us with your queries about the scheme:

**Email:** [shop@dyslexiaaction.org.uk](mailto:shop@dyslexiaaction.org.uk)  
**Tel:** +44 (0)1784 222339



# Certificate of Competence in Educational Testing (CCET)

Combine this module with other courses to achieve a wide range of qualifications (see pages 56-57).

## Essential skills and understanding

CCET will give you an understanding of the fundamental underlying principles of all psychometric tests and you will then be able to apply this knowledge to any psychometric test in your setting. You will be able to identify the correct test, use it effectively and interpret the results. This includes tests for progress as well as some special needs.

## Course content

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.

## Flexible assessment

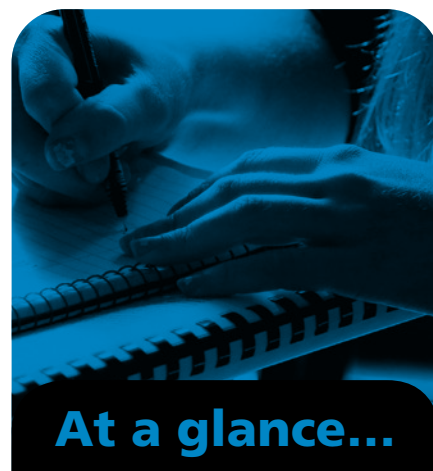
You will need to create a portfolio of evidence that demonstrates your

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.

## Professional benefits

- 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) RQTU and access a BPS online database of test reviews.
- Purchase psychometric tests that would otherwise be restricted.



Masters\* credits



### Study method:

- **Online** - immediate start
- **Intensive** - see our website for available course dates and venues

**Duration:** Up to 8 months





"The course is well organised, flexible and the staff are very helpful."

EMILY HODGSON, CCET ONLINE DELEGATE 2020

Ed Jasso dream...  
His teenage children, Charlie and...  
Charlie rebels against going because he does not want to...  
dream. The family encounters one danger after another...  
Alaska and barely survive the wilderness, only to find...  
If you see just one film all summer, see Yukon Gold



#### MODULE LEADERS:

## Kate Fieldhouse & Sarah Norris

Kate Fieldhouse is a senior educational psychologist. She has helped to develop this industry-standard course for those who want to understand testing and assessment in an educational setting.

Sarah Norris is a senior educational psychologist who has worked extensively with schools and young people with SEND. Sarah specialises in the field of mental health and young people with social and emotional needs.

### School benefits

- Bring expertise in-school and save money.
- Work more effectively with your setting's educational psychologist and make better use of their time and your money.
- Access a wealth of practical resources, academic research and interactive materials.
- Access to discounted educational tests.
- Develop effective support for the most vulnerable children in your school.
- Assess a greater number of students without time delays or budget limitations.

### Eligibility for the course

No prior qualifications are required for this course as it is an open access course. However, to complete this module, you will need the following:

- To be working in, or have regular access to, a UK or international setting.
- To have access to educational tests for use during the course.

### Eligibility for masters credits\*

As long as you have an undergraduate degree or equivalent, you will be able to:

- Enrol on one of the Masters programmes and join as if you have 30 credits towards a postgraduate qualification.

### Going 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 our dedicated CCET page online.

"Real Training  
is your gateway  
to an alternative  
future career."

SARAH JOHNSON-MOTYL  
MED SEND DELEGATE  
2018

# Take the first step to fast-track your career

Although the Certificate of Competence in Educational Testing (CCET) is a highly-valued standalone qualification, it is often the starting point for our delegates' learning journeys. Pass CCET and you will be in 'pole position' to achieve your professional ambitions.



# CCET

GOAL

**Access arrangements  
assessor**

**Specialist teacher able  
to assess for dyslexia**

**Postgraduate  
qualification in dyslexia**

**Postgraduate  
qualification in SEND**



## FURTHER COURSES REQUIRED

Access Arrangements Course (AAC)

Associate Membership of the Dyslexia Guild (ADG)\*

Dyslexia Professional Report Writing  
(30 credits with Real Training)

150 credits on the Dyslexia Programme

30 credit EPI module on the SEND Programme

30 credit S&K module on the SEND Programme

90 credits on the SEND Programme

150 credits on the SEND Programme

## QUALIFICATION ACHIEVED

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

SpLD Assessment  
Practicing Certificate

Postgraduate Diploma SEND

MEd Professional Practice in  
Dyslexia and Literacy

Postgraduate Certificate SEND:  
Educational Testing

Postgraduate Certificate SEND

Postgraduate Diploma SEND

MEd in SEND



\* See page 61 or speak to our colleagues at The Dyslexia Guild on +44 (0)1784 222 342 for more information.





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

Completion of this course qualifies you as an Access Arrangements Assessor in line with the JCQ criteria

## Qualify as an access arrangements assessor

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.

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 pages 54-55); 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 criteria published by the Joint Council for Qualifications (JCQ).

## Course content

When you study for CPT3A, the CCET is included, so all of the same British Psychological Society (BPS) standards are covered (see pages 54-55). The following elements are also covered:

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

## Flexible assessment

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 pages 54-55).
- Some further short multiple choice questionnaires.
- Case studies.
- Written reports that meet the requirements of access arrangements.

## Professional benefits

In addition to the benefits already noted in the CCET pages of this prospectus (pages 54-55), 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.

## School benefits

- Bring assessment and access arrangements in-school and save money.
- Increase the professional capacity of your institution.
- Work more effectively with your

## At a glance...



Masters credits



### Study method:

- **Fully online** - both CCET and AAC online (immediate start).
- **Fully intensive** - 3-day CCET followed by 1-day AAC\*.
- **Blended** - classic route with 3-day intensive CCET\* followed by AAC online.

\*See our website for available course dates and venues.

**Duration:** Up to 12 months (8 months for CCET, 4 months for AAC)

Study Route Purchase Scheme

10% DA shop discount

## FREE Access Arrangements Update

Keep up-to-date with changes in JCQ guidelines and gain valuable best practice advice with our free annual Access Arrangements Update (AAU) course. SASC Approved with 3 hours of CPD



setting's educational psychologist and make better use of their time.

- Access a wealth of practical resources, academic research and interactive materials.
- Access to discounted educational tests.
- Develop effective support for the most vulnerable children in your school.

### Eligibility

This level-7-equivalent course meets all of the criteria laid down by the JCQ with one exception: the requirement that access arrangements assessors hold an appropriate teaching qualification. You have an appropriate qualification if you are able to make one of the following declarations:

- I hold QTS or QTLS.
- I am a teacher in the non-maintained sector but do not hold QTS or QTLS.
- I am a lecturer in the FE sector but do not hold QTS or QTLS.
- I have a qualification to teach from somewhere other than the UK.
- I have completed a PGCE.
- I am employed as, or hold a qualification for, a Higher Level Teaching Assistant (HLTA), or equivalent.

In addition to holding a teaching qualification, to complete this course you will need to:

- Have completed an undergraduate degree or have already completed CCET. If neither applies to you, it may

be possible complete a pre-course essay of 1,500 words on the purposes of assessment in education.

- Be working in or have access to a UK or international education setting - you will embed learning through practice in such a setting.
- Have access to educational tests for use during the course.

### Fast-track with our blended route

If you are looking to become an Access Arrangements Assessor as soon as possible, we recommend our blended route which combines the 3-day face-to-face CCET module, mentioned on pages 54-55, with our online AAC. After the 3-day CCET course you will have several practical assignments to complete and all CCET work must be completed in full before you can start AAC. If you are looking to complete AAC as a 1-day course, you should leave 3-4 months between intensive courses. If you are looking to complete AAC online, you can start as soon as CCET is complete. Please note: our intensive courses are very popular, so early booking is essential. Please go to our dedicated CPT3A page online for course dates and venue information.



#### AAC MODULE LEADERS:

## Sophia Butler & Philippa Baillie

Sophia Butler read Experimental Psychology and then trained as a counsellor before moving into teaching. She currently works with twelve schools in the Berks/Bucks/Oxon area as a specialist assessor.

Philippa Baillie is the lead advisory teacher and specialist assessor for Norfolk's Dyslexia Outreach Service. She delivers dyslexia training to schools across the county.

See page 55 for details of the CCET module leaders

# Dyslexia Professional Report Writing (DPRW)

Completion of this SASC-approved module forms part of a route to gain the **Specific Learning Difficulties (SpLD) Assessment Practising Certificate (APC)**

## A unique opportunity

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.

## Course content

- 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.

## Flexible assessment

On completion of the learning experiences, you'll submit one critical analysis assignment (1,500 words) and one reflective analysis (3,000 words), one case study analysis assignment (1,500 words), three written assessment reports (2,500 words each), one learning log (500 words) and two short video assessment submissions.

## Professional benefits

- Learn exactly how to assess individuals who may have dyslexia.
- Become a specialist teacher, able to

assess for dyslexia and applications for higher education Disabled Students' Allowances (DSAs).

- Take a unique SpLD Assessment Standards Committee (SASC) approved module designed by EPs and teachers in partnership.

## School benefits

- Bring expertise in-school and save money.
- Flexible distance learning - less time out of school.
- Practice-focused - learn as you work.
- Access a wealth of practical resources, academic research and interactive materials.

## Eligibility

To complete this module, you will need to:

- Possess the British Psychological Society's (BPS) Test User Educational qualification (CCET) and be on the BPS's RQTU.
- Have gained Associate Membership of The Dyslexia Guild.
- Have completed an undergraduate degree (unless you have already passed CCET).
- Be working in, or have regular access to, a UK or international setting
- Have access to educational tests for use during the course.



MODULE LEADER:

## Jane Warren

Jane Warren is an independent dyslexia consultant. She is an Associate Member of the British Dyslexia Association, a Professional Member of PATOSS and ADSHE, and a QA reviewer for ADSHE whom she represents on the Board of SASC. Jane also holds an Assessment Practising Certificate and has carried out diagnostic assessments regularly since 2005.

## At a glance...



Masters credits



**Study method:** Online

**Duration:** Up to 1 year

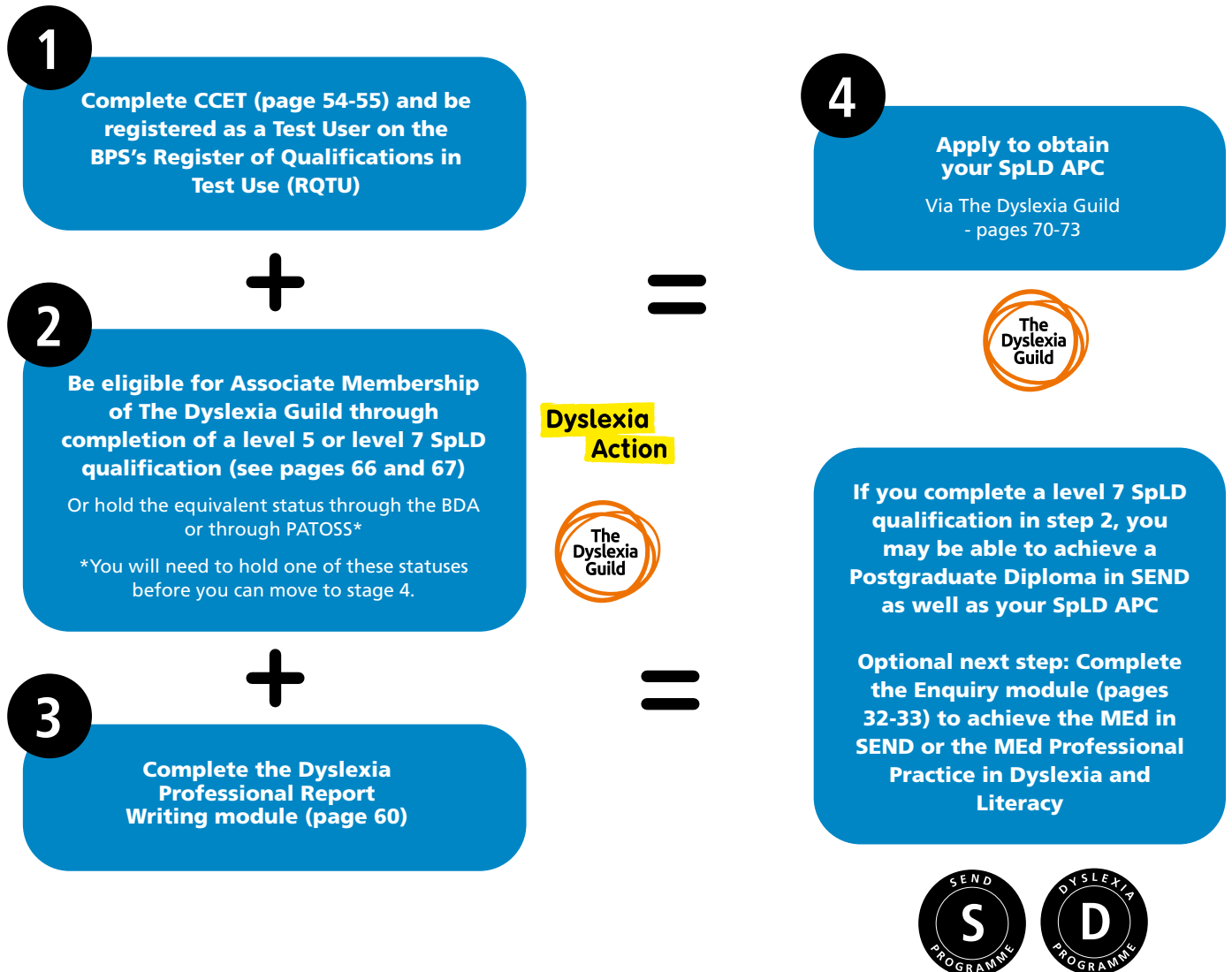
**Enrolment dates:** September, January and May

**10%**  
DA shop discount



# Your straightforward route to the SpLD APC

Choose this recognised path to the SpLD APC – awarded by either The Dyslexia Guild, PATOSS or the British Dyslexia Association.



"This has really helped me understand the theory behind testing and really improved my confidence in being able to work with pupils in school."

ANNETTE ROBERTSON, ATU  
DELEGATE 2020.



The  
British  
Psychological  
Society

# Assistant Test User (ATU)

## Many hands make light work

Particularly suitable for large or busy settings, this qualification enables the test administration responsibility to be shared among two or more colleagues. The ATU is a nationally-recognised BPS qualification designed for education professionals who want to develop their test administration skills.

## Course content

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.

## Flexible assessment

You will be required to demonstrate your competence as a test administrator and your ability to understand and act upon security and data protection issues. As part of this, you will need to complete a short multiple choice questionnaire and provide a record of a competent test administration that you have taken part in.

## Professional benefits

- Develop a critical understanding of the processes of assessment.
- Develop strong, practical test administration skills that make a real contribution to your setting.
- Gain a nationally recognised BPS qualification.

- Support your setting's Test User with key test administration tasks.

## School benefits

- Bring expertise in-school and save money.
- Flexible distance learning - less time out of school.
- Cost-effective training for a team of aspiring test administrators available through a bespoke solution.
- Practice-focused - learn as you work.
- Access to discounted educational tests.

## Eligibility

No prior qualifications are required for this course as it is an open access course. However, to complete this course, you will need to:

- Be working in or have access to a UK or international education setting - you will embed learning through practice in such a setting.
- Have access to educational tests for use during the course.
- Be supervised by a Test User in your setting (e.g. someone who has completed CCET). Please note that completion of this course does not qualify you to administer tests for access arrangements applications as these must be completed by the qualified access arrangements assessor.



## MODULE LEADERS:

## Kate Fieldhouse & Sarah Norris

Kate Fieldhouse is a senior educational psychologist. She has helped to develop this industry-standard course for those who want to understand testing and assessment in an educational setting.

Sarah Norris is a senior educational psychologist who has worked extensively with schools and young people with SEND. Sarah specialises in the field of mental health and young people with social and emotional needs.

## At a glance...

**Study method:** Online or bespoke

**Duration:** Up to 1 year

**Enrolment dates:** Immediate

Study  
Route  
Purchase  
Scheme

10%  
DA shop  
discount

"It is the most successful program I have ever used - bar none. I have used it for 6 sets of parents and teachers - success, success, success at every level."

HELEN M, COGNITIVE ABILITIES  
PROFILE DELEGATE 2019

# Cognitive Abilities Profile (CAP)

## Apply psychology in the classroom

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.

## Course content

The course covers topics related to cognitive abilities as well as how to effectively use CAP, including:

- 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.
- The seven functional domains of cognitive abilities.
- The creation of a CAP summary and evaluation of how CAP interpretation leads to intervention targets.
- An examination of CAP's review cycle.

## Assessment

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.

## Professional benefits

- 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.

## School benefits

- Bring expertise in-school & save money.
- Bring the unique benefits of dynamic assessment and cognitive education into your setting.
- Use CAP for systematic consultation and observation to can mitigate the need for individual direct work with a particular student.

## Eligibility

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. To complete this module, you will also need to:

- Purchase the CAP toolkit. This consists of the CAP guidance manual, summary forms and record forms and costs £245 + VAT



### MODULE LEADER:

## Dr Ruth Deutsch

Dr Ruth Deutsch is an internationally renowned expert in dynamic assessment. She is the joint author of the Cognitive Abilities Profile (CAP) and recently completed her PhD on 'The Reliability, Validity and Educational use of the Cognitive Abilities Profile' (Deutsch, R.M 2018).

## At a glance...

### Study method & duration:

Two-day face-to-face course or bespoke

**Enrolment dates:** Check out our website for available course dates and venues.

**10%**  
DA shop  
discount



# Dyslexia Action Training and Professional Development

**Dyslexia Action**

Training and Professional Development



The CPD Standards Office  
CPD PROVIDER: 50005  
2020 - 2022  
[www.cpdstandards.com](http://www.cpdstandards.com)



**A leading provider of specialist training courses in the field of dyslexia and specific learning difficulties for teaching and education support professionals.**

Dyslexia Action Training and Professional Development has been delivering programmes in dyslexia/SpLD for over 40 years and has an established professional partnership with The Dyslexia Guild, the professional membership organisation for specialist teachers and assessors. Our Postgraduate and CPD online programmes are designed and delivered to support professionals working with individuals with dyslexia and specific learning difficulties.



## Who are our courses suitable for?

- A wide range of professional teachers, practitioners and specialists
- Qualified teachers at all key stages
- Special educational needs teachers and coordinators (SENCOs)
- Teaching and Learning Support assistants
- Tutors and support staff in Further and Higher Education and other adult educational settings

Please note: you must be currently employed or very recently, within the last two years in a school or college setting to work with learners with literacy difficulties/dyslexia/SpLD in the UK or overseas to apply.

## Routes to train as a Specialist SpLD Teacher/Practitioner (Level 5 or Level 7)

Dyslexia Action Training offers **three** possible routes to train as a Specialist SpLD Teacher/Practitioner.

### The Postgraduate Certificate Specialist Teaching for Literacy-Related Difficulties (Level 7)

or

### The Level 5 Diploma in Strategic Teaching Support for Dyslexia and Literacy Fast Track Route for Graduates (Level 5)

or

### The Level 5 Diploma in Strategic Teaching Support for Dyslexia and Literacy CPD Pathway Route (Graduates or non Graduates).

## Routes to train as a Specialist SpLD Assessor (Level 7)

To gain a full assessor qualification you must first hold an SpLD Specialist teaching qualification at Level 5 or Level 7.

**In addition to this, you must have completed one of the following:**

### Option 1

Postgraduate Certificate Specialist Assessment for Literacy-Related Difficulties (Level 7)

### Option 2

- Real Training Certificate of Competence in Educational Testing (CCET) - see CCET (page 48) for more details
- Be registered with the British Psychological Society (BPS) (see page 8)
- Membership of specialist SpLD teacher/practitioner of The Dyslexia Guild or ATS or APS with the BDA.
- Real Training Dyslexia Professional Report Writing (See page 54 for more details)

**What is a suitable Level 5 or Level 7 teaching qualification to join Real Training Dyslexia Professional Report Writing online course?** One that is eligible for a membership e.g. ADG with The Dyslexia Guild, ATS/APS with the BDA or Associate Membership with Patoss.



## Dyslexia and Literacy Postgraduate Masters Programme (Level 7)

The Postgraduate Level 7 Certificate, Diploma and MEd courses in Dyslexia and Literacy are a unique and prestigious programme at Master's level 7 that provides training to become informed practitioners and specialist teachers and/or assessors. The courses are modular and are undertaken part-time, through online learning.

This programme has been developed by Dyslexia Action Training/ Real Group and is awarded and quality assured by Middlesex University. You will receive a Middlesex award upon successful completion. Additional accreditations and memberships are also offered from the Dyslexia Guild and in addition are accredited by the British Dyslexia Association, PATOSS and SASC.

The Level 7 programme requires 20 hours of study a week and you gain Master-level credits.

## Dyslexia and Literacy Programme (Level 5 graduate route)

The Level 5 Fast Track Diploma is a unique online training qualification that is flexible, undertaken part-time and is suitable for classroom teachers, teaching assistants, support tutors, and practitioners to become specialist SpLD teachers (with QTS/PGCE) or practitioners (those without QTS/PGCE) across all age ranges.

Memberships are offered from The Dyslexia Guild and also from the British Dyslexia Association and PATOSS. The Level 5 Diploma is also accredited by The CPD Standards Office.

The Level 5 programme is 10 hours of study a week but does not award masters credits. If you do not hold a degree you may be able to follow our CPD Pathway route to gaining the Level 5 Diploma.

## Progression Pathway to become a full assessor

After completing a specialist teaching programme at Level 5 or Level 7 you will have the option to continue your studies to become an assessor at Level 7 (20 hours of study a week).

## Continuing Professional Development (CPD) Programme (Level 4 and Level 5)

**What is CPD?** CPD stands for Continuing Professional Development (CPD) and is the term used to describe the learning activities professionals engage in to develop and enhance their abilities.

### What are the benefits of CPD?

Accredited CPD training means the learning activity has reached the required Continuing Professional Development standards and benchmarks. The learning value has been scrutinised to ensure integrity and quality. The CPD Certification Service provides recognised independent CPD accreditation compatible with global CPD requirements.

Through a range of Level 4 and 5 CPD short courses, education support professionals can hone their skills and knowledge in order to be better prepared to face the challenges of supporting students with dyslexia and SpLD in today's education system.

Many of our short courses focus on how to nurture the development of school learners with dyslexia with regard to key skills, such as reading, writing, spelling and numeracy. Other courses focus on supporting adults with dyslexia and learners in an international setting.

All courses are practice-led so you will be making a difference in your setting straight away. You will learn how to review the effectiveness and appropriateness of support methods and their results. As well as practical skills, you will also gain theoretical and technological knowledge and understanding of the subject, allowing you to determine the most effective support required for challenges in the future.

## How does the CPD Programme work?

The Dyslexia Action Level 4 and 5 CPD Programme consists of independent short units. All our units are available as independent stand-alone courses. Some of the units contribute towards a pathway to specialist teacher training. Units can also be built up over time to gain Awards (three CPD units) and then a Certificate (two awards/ six CPD units).

## How to train to become a Specialist Teacher via the CPD Pathway Route

Candidates studying on the CPD Programme who do not hold a degree are given the opportunity to progress onto Level 5 teaching diploma. In order to do this, they will need to have completed a CPD pathway certificate (two awards/six units) followed by a teaching certificate.

## CPD Courses Beyond Dyslexia and Literacy

If understanding how relationships and connections can have an impact on pupils with Social, Emotional and Mental Health (SEMH) is an area of interest, we developed a new SEMH CPD Unit The Emotionally Connected Classroom.



LITERACY SPECIALISTS • TEACHERS • ASSESSORS

# The Dyslexia Guild

The CPD Standards Office  
CPD PROVIDER: 50005  
2020 - 2022  
www.cpdstandards.com



## The Professional Association for Specialist Teachers, Practitioners and Assessors and Awarding body for Assessment Practising Certificates.

Established in 1994, The Dyslexia Guild is a network of professionals who are keen to maintain contact and further their specialist teaching, assessment and support for those with dyslexia and other literacy difficulties. The Guild aims to promote discussion, information and research as well as keeping members informed of developments in the field through publication and distribution.

### Who is eligible to become a member?

The Dyslexia Guild is open to all those with a professional or general interest in dyslexia and SpLD's. Professional members hold designatory letters and include primary and secondary teachers, SENCOs and teaching assistants as well as Further and Higher Education support tutors and advisory specialists. Our network is also highly relevant to dyslexia and specific learning disability assessors, librarians and other specialists through Affiliate membership.

### Membership benefits

The Dyslexia Guild provides a wealth of benefits to its members including:

- designatory letters in recognition of their qualifications and professional status
- listing in a professional directory that is publicly accessible
- online forums including topics around access arrangements, assessment, adult

and further and higher education study skills specialists and general topical discussions

- a range of publications available through our unique online library, membership journal, and e-newsletter
- a vibrant annual conference with preferential rates available for Guild members
- guild members also receive a 10% discount on selected products through the Dyslexia Action Shop

### Assessment Practising Certificates

An Assessment Practising Certificate (APC) is effectively a licence to practise. It confirms that you have the appropriate qualifications to undertake full diagnostic assessments and that your professional practice is up-to-date and has been externally verified as continuing to meet defined competence standards. An APC confirms that you have the knowledge, skills and competencies to assess the detailed requirements of individuals with dyslexia/SpLD.

- The Department for Education requires that those who undertake specialist assessments in post-16 schools, colleges, universities, workplace training establishments and local authority assessment centres are competent to do so
- Only APC holders can undertake diagnostic assessment reports for Disabled Students' Allowance (DSA)

applications

- The Joint Council for Qualifications (JCQ) also recognises that for Examination Access Arrangements a specialist assessor is "... a specialist teacher with a current SpLD Assessment Practising Certificate"
- Changes to legislation in 2019 mean that any diagnostic report written at any time by an APC holder can be used to apply for DSA. This means that reports now have a longer lifespan and those commissioning a report may expect to use this report over a longer period and for several purposes. Details can be found on the SASC website.

Once you have completed an approved training assessment route, you can apply for, or renew your APC through The Dyslexia Guild.

The Dyslexia Guild is an approved APC awarding body and is governed by the SpLD Standards Assessment Committee (SASC).

## Join us today

To join The Dyslexia Guild apply online through the website:  
**dyslexiaguild.co.uk**  
or for more details contact:  
**guild@dyslexiaaction.org.uk**







# The Dyslexia Action Shop

Access the most popular psychological assessment tests and supporting materials from the one-stop Dyslexia Action Shop

## What's available?

Having been established for over 20 years, we have experience and expert understanding of the assessments and support materials used in today's education institutions. All the products in our online shop have been carefully selected to ensure we can offer the widest range of essential resources for educators.

## International shipping

Don't worry if you are based outside the UK, as we are well-equipped to cater for your needs and send you the materials you need by air freight within 3-5 days. This is one of the reasons we already have customers in over 30 countries, from the UAE to Australia and more.

## Discounts available

Real Training course delegates benefit from 10% discount\* at the Dyslexia Action Shop for the duration of their course and for six months after course completion. Members of The Dyslexia Guild also benefit from the same 10% discount.

**10%**  
DA shop  
discount

**Study  
Route  
Purchase  
Scheme**

\* This offer cannot be used in conjunction with any other discount scheme.

## Study Route Purchase Scheme

We understand that not all delegates studying on Dyslexia Action training courses have access to tests in their setting and may need to purchase assessments to enable them to complete the course. In addition, some delegates are unable to access a higher level of test until they are suitably qualified. The Dyslexia Action Shop supports Dyslexia Action's delegates through our Study Route Purchase Scheme. In agreement with the test publishers we are able to allow access to some of the higher level assessments during your training on the Professional Programme courses. As long as you complete the course you will be able to keep the assessment to begin to develop a library of suitable assessments.

Download the order form online or contact us with your queries about the scheme:  
**Email:** [shop@dyslexiaaction.org.uk](mailto:shop@dyslexiaaction.org.uk)  
**Tel:** +44 (0)1784 222339



# Dyslexia Action Shop products

The Dyslexia Action Shop is here to help as your one-stop site for all your learning resource needs, from assessment tests and repeat forms to online and offline learning aids, books, games and much more.

## Assessment tests

We are the specialists in assessment tests, with a wide range available including, but not limited to:

- Wechsler Individual Achievement Test third edition for Teachers (WIAT-III<sup>UK</sup>-T)
- Academic Achievement Battery (AAB). Adult Reading Test 2 (ART2).
- York Assessment of Reading for Comprehension (YARC).
- Symbol Digit Modalities Test (SDM).
- Comprehensive Test of Phonological Processing 2 (CTOPP2).
- Wide Range Intelligence Test (WRIT).
- Gray Oral Reading Test 5 (GORT5).
- Cognitive Abilities Profile Toolkit (CAP).
- Helen Arkell Spelling Test 2 (HAST2).
- Dyslexia Portfolio (DPORT).
- Detailed Assessment of Speed of Handwriting (DASH/DASH17+).
- Buktenica Developmental Test of Visual-Motor Integration (BEERY6).
- Wide Range Achievement Test 5 (WRAT5).
- Test of Memory and Learning (TOMAL2),
- Spelling, Processing speed, & Reading Comprehension Speed (SPARCS),
- Kaufman Test of Educational Achievement Third Edition (KTEA3),
- Feifer Assessment of Reading (FAR)
- Feifer Assessment of Mathematics (FAM)

## Books

We stock a variety of books and study texts to support you with your Real Training and Dyslexia Action courses, as well as supporting you, your colleagues and your students in the area of dyslexia and literacy and other relevant themes.

## Games

Engage your learners with fun interactive games in maths, science, phonics, grammar and much more to help them develop in key areas of the curriculum.

## Literacy resources

Support and develop the literacy skills of your early years, KS1 and KS2 learners with a wide selection of tools, including coloured overlays, flip books and themed directories.



## Numeracy resources

Help your students develop key mathematical skills with number grids, number rods, tools for telling the time and much more.

## Assistive technology

Invest in interactive programs to help improve learners' reading, maths and memory skills, as well as tools like the exam reader pen that act as a reader in exams.

## Learning aids

The innovative reader pens with dictionary are becoming a staple educational resource. Along with coloured reading rulers and exercise books, you can find a wide range of tools to support the learning of your students.

## Create an account today

By creating an account with our store, you will be able to move through the checkout process faster, store multiple shipping addresses, view and track your orders in your account and more. Sign up and receive updates on new products. [dyslexiaactionshop.co.uk](https://dyslexiaactionshop.co.uk)



# Real Group consultancy and professional services

## More than just a training provider

With an uniquely diverse array of academic, professional, technical and commercial expertise, Real Group has not only delivered world-class training directly to educators across the globe, but it has also worked closely with schools and other partners to offer support, professional services and guidance. As an organisation founded, owned and run by educators, we're passionate about the power of collaboration to make transformational change.

## Working with partners

Acknowledged across the sector for our insight, Real Group have been heavily involved with large-scale, high-impact projects with many partners. We have worked with the renowned Swiss Cottage School in helping to create the SendHub.co.uk, a wide-ranging online resource for all educators with an interest in SEND. Additionally, we've formed part of a NASEN-led group delivering the DfE-funded Whole School SEND project, with the Real Group role helping charities and centrally-funded organisations become self-sustaining.

## Supporting the sector, sharing knowledge

Alongside expert training and support, we know one of the biggest challenges for educators and those working within the field is having access to the information and insight they need about what is happening - and could happen - in our profession. With that in mind, we've created resources available to professionals in the UK and beyond. Aside from our informative social media channels, blogs and articles hosted elsewhere, Real Group provides the **Dyslexia Guild Review**. Created and curated by the experts at the Dyslexia Guild, The Review is a topical journal that features academic articles, cutting-edge research, updates, book and assessment test reviews.



# Previous projects

Real Group has worked on a vast number of projects over the years, too great in scope and number to detail, but here are a few which demonstrate some of the breadth of our expertise and experience across the group.

## Training materials for teachers of learners with severe, profound and complex learning difficulties - Real E-learning

Real Group worked with The Schools Network to produce training materials for the Teaching Agency (Department for Education). This project presented an opportunity to bring together expertise of teachers, academics and other professionals; and to work with a Government Agency and a charity to help transform teaching of children with complex needs.

We delivered flexible online training resources that would reach out to a core audience of teachers but could also be used by other school staff as well as parents and professionals. The project brought together a wide range of professionals; content and practice experts, editorial and instructional

design, visual design and technology. Children, parents and teachers collaborated with the team and made a crucial and unique contribution to the project.

The final product consisted of 16 modules, 4 levels per module, 610 training resource packages, 3989 slides, 500 video clips, 686 downloadable resources and 672 links to resources on the web.

## Delivering psychology services in-school and beyond - Real Psychology

Working across London, Kent and further afield, our psychologists work with individual children, young people or adults, in a home, school or agency setting. Collaboration and consultation is at the heart of our approach, and we will work with you to develop flexible and creative strategies to promote learning, positive change in behaviour and thinking at individual, group or systemic levels. We apply psychology to support children and young people with all types of special and additional need including learning and cognitive development, social, emotional and behavioural needs, identified needs such as

Autism and children with a range of speech and language, visual, sensory and other impairments, as well as children with any type of physical disability.

## Creating a framework of SEND excellence overseas - Real Training

Whilst Real Group is one of the UK's leading education and training experts, we believe that it is our duty to support the development of an holistic education environment across the globe. Alongside the many overseas delegates who have studied with us, and the face to face courses we've delivered in Barbados, Singapore, Dubai and beyond, we've also been key partners in many other projects including:

- Providing advice and consultation to a group in the Middle East, to create a special school for children with severe, profound and complex learning difficulties and disabilities
- Supporting the structure and delivery of an EU-funded adult education project in Athens and Barcelona
- Working with an organisation in Denmark to create groundbreaking solution in assistive reading technology
- Delivering our CCET course, on behalf of the Northern Ireland Education Department, to more than 500 teachers across the province

If you or your organisation is interested in working with Real Group, please get in touch with our Senior Marketing Manager, Liz Martin: [liz.martin@realgroup.co.uk](mailto:liz.martin@realgroup.co.uk).



# Next steps with Real Training...

## Have we missed something?

If you have unanswered questions about one of our courses or programmes or the application process, please contact us on **+44 (0)1273 358080** or email **info@realgroup.co.uk**

## Once you are ready to book, follow these five simple steps:

- 1** Go to **realtraining.co.uk** and click on the red 'Make a booking' button at the top.
- 2** Complete and submit the simple 2-page booking form. Please note that no payment will be taken at the time of booking.
- 3** Your booking will be processed and you will be emailed an application pack. This could include further forms and a request for you to send copies of your qualification certificates, depending on your chosen Real Training course. At around the same time, an invoice will be sent to the nominated invoice contact on your original booking form.
- 4** Send us your completed forms and copies of certificates. Once these are with us and an initial payment has been made, you are ready to start the course.
- 5** On the official course start date you will be sent your login details to Campus Online so that you can make a start on your chosen course and study at your own pace.



## Sign up to TSP Briefing

Subscribe to receive the free TSP Briefing publication for regular interviews and updates discussing important topics from the world of SEND and the education sector as a whole.

**realtraining.co.uk/sign-up-to-the-send-practitioner**

## Don't miss anything

Follow us on social media and be the first to hear about our new qualifications and updated course information, as well as read the latest news in the education sector:

**Real Training**



**@RealTrainingUK**



**@RealTrainingUK**



**Real Training**

**Dyslexia Action**



**@DyslexiaAction**

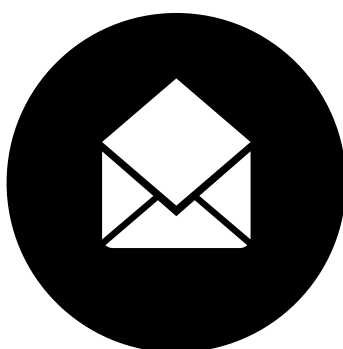




## Contact us to enquire about our Real Training courses...



+44 (0)1273 35 80 80



info@realgroup.co.uk



realtraining.co.uk

**Dyslexia  
Action  
Shop**

**Contact our  
Dyslexia Action Shop team:**

shop@dyslexiaaction.org.uk

+44 (0)1784 222 339

dyslexiaactionsshop.co.uk

**Dyslexia  
Action**

Training and Professional Development

**Contact our Dyslexia Action Training  
and Professional Development team:**

trainingcourses@dyslexiaaction.org.uk

+44 (0)1784 222 304

dyslexiaaction.org.uk

**Particular thanks to our friends at Mile Cross Primary school for their help in creating this brochure. Many of the images you see of teachers, schools and students were taken at Mile Cross Primary, an outstanding primary school in Norwich.**



"Excellence is an art won by training and habituation. We are what we repeatedly do. Excellence, then, is not an act but a habit."

ARISTOTLE (384 BC - 322 BC)