

# World-Class Training

## For Education Professionals



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

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## Welcome to Real Group

Hi there!



Established out of a shared passion for working with children, particularly those most in need of support, Real Group has over 70 employees, 100 professional tutors and operates across more than 100 countries.

Recognised as an industry leader, our group of companies are united by the vision of improving the future potential for all children and young people, as well as promoting inclusive practices across education. We seek to empower educators to work alongside colleagues and educational psychologists to support students regardless of their circumstances and challenges.

Bringing together our psychological, educational and technological expertise, Real Training strives to deliver best practice in SEND and inclusion in a way that is practical, accessible and manageable for education professionals. Delegates graduate from our training courses with the competence and confidence to enhance their strategic leadership, assessment and teaching skills.

As we have grown over the past 20 years, 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, the Dyslexia Action Shop and The Dyslexia Guild. This has allowed us to support even more education professionals across the widest possible spectrum.

Most recently, in 2022, the Ofsted outstanding Apprenticeship Provider, ESF Apprenticeships joined our organisation. Offering a variety of apprenticeships, from early career to leadership, with an emphasis on SEND and health and wellbeing, we are delighted to now be able to offer funded training options for schools by utilising the Growth and Skills levy.

Our team of Educational and Child Psychologists support children, young people and adults in a range of settings via our Real Psychology services. This allows us to deliver direct and targeted support, and make a positive difference in the lives of children and young people and the systems that support them.

With four UK offices, delegates in over 100 countries and training more than 2,000 educators every year, we're proud of the support Real Group has been able to deliver to education professionals and their students to transform their lives through education.

### Start your training journey here

This brochure outlines our courses, products and services. You'll find additional information and dates at [realtraining.co.uk](https://realtraining.co.uk) or you can call and speak to one of our Admissions Advisors on +44 (0)1273 35 80 80.

We look forward to hearing from you!

**Dr Siobhan Mellor**  
**Dr Mark Turner**

Real Group Company Directors



# About Real Training



## Helping all learners achieve their potential

We are an award-winning provider of specialist online qualifications and training for education professionals, founded and led by educational psychologists.

We deliver market-leading courses in SEND, educational assessment, mental health and inclusive leadership, designed to deliver maximum impact in schools and colleges.

Our learning pathways offer delegates flexible ways to study and our modular postgraduate courses are awarded and quality assured through Middlesex University.



Rebecca Gonyora

Director of Inclusion, Deputy SEND Leader East of England and North East London (WSS/ NASEN)

## Why I decided to become a Real Training course leader and tutor

"What I like about Real Training is that it offers a carefully scaffolded "learner-led" approach that allows for learning adjustments to take place, supported by multimedia resources and research that's easy to dip into. Let's face it – self-paced learning is really helpful when you are balancing study with a demanding role."

The emphasis on a practice-led approach, including carrying out projects within each delegate's setting and using data to drive change, really resonated with me. I feel like it's the right way to bring about lasting impact. This was the case when I was studying for my NASENCO award with Real Training over fourteen years ago, and remains so now that I've been able to return as a tutor and module leader."

# Why study with us?

## We are a leading provider of training in SEND, mental health 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.

Our courses have been designed by leading educational psychologists, school leaders and SEND and inclusion experts, to bring you the very latest thinking on inclusive practice.

You will be introduced to self-paced online learning, interacting with your peers as you progress, as well as completing practical projects with one-to-one support from your tutor.

## Award-winning training provider

Real Group is honoured to receive a number of industry accolades, recognising the quality and impact of its training programmes. See page 29 for details of awards across the group.

## Giving you more than distance learning

We offer more than just distance learning. Campus Online, our very own virtual learning environment, features interactive learning experiences, a library of resources and access to an online community of peers. Discuss and create links with fellow students as you study a rewarding and collaborative course, in your own time, setting and at your own pace.

## Building your confidence and skills

Each module will help you to develop the core skills and confidence 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

## With credibility

Study with us and you will discover highly respected courses validated by Middlesex University and key organisations such as the British Psychological Society (BPS).

As a leading training provider, we value our delegate feedback immensely - all delegates are asked to provide feedback at the end of their courses. The statistics show a year-on-year improvement in every metric since 2014.

This reflects our ongoing commitment to always listen to feedback and improve wherever we can.

## How do delegates rate Real Group?

- When asked to what extent our courses fulfilled their development priorities, 94% of delegates in 2025 rated us 'good' or 'very good.'

- In 2025, 92% of our delegates rated our courses 'good' or 'very good'.

- We received an average score of 4.6 out of 5 in 2025 for our tutor feedback, support and interaction.



## Want to find out more?

Scan to visit our delegate feedback page



# Educational Testing and Assessment courses

Courses in assessment, educational testing and access arrangements. Visit our website for further information to ensure you choose the appropriate course for your desired outcomes.

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



This level 7 course is your route to becoming a JCQ-approved Access Arrangements Assessor.

Made up of two of our most popular courses, our Certificate of Competence in Educational Testing (CCET) module will teach you how to use psychometric testing instruments effectively, and our Access Arrangements Course (AAC) will show you how to apply them in exam access arrangements.

You can study this course through a variety of flexible study methods including:

- Self-paced online study
- Intensively through one of our live online courses
- Via blended learning

Successful completion of CCET will enable you to join the BPS's Register of Qualifications in Test Use – a publicly searchable database showcasing competence that will bolster your professional reputation. You'll also meet the access arrangements assessor criteria published by the Joint Council for Qualifications (JCQ).

Achieving CCET or CPT3A is a highly-valued standalone qualification, and is also the first step towards a number of future qualifications or career pathways. Upon completion, you could join one of our postgraduate programmes (including our Masters in Educational Assessment) as if you have 30 credits, or go on to become a Dyslexia Assessor by gaining an APC.



## Certificate of Competence in Educational Testing (CCET)



The Certificate of Competence in Educational Testing (CCET) will give you an understanding of the fundamental underlying principles of all psychometric tests. You will then be able to apply this knowledge to any in your setting.

Covering all of the BPS competences and standards for those who wish to be registered as test users, this course will teach you how to identify appropriate tests, use them effectively and interpret the results. This includes tests for progress as well as some special needs.

You'll have up to eight months to complete the course, and will choose from either our self-paced online learning option, or our intensive course which includes three days of live online tuition, followed by online access for revision and the completion of your assignments.

Completing CCET will enable you to build your educational testing and assessment skills and develop your setting's capacity for conducting psychometric assessments, to better understand the needs of your students.

## Access Arrangements Course (AAC)

Upgrade your educational testing qualification (CCET) with AAC in order to achieve the Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A).

Our Access Arrangements Course covers:

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

Upon completion, you will have the skills and knowledge to accurately administer exam access within your setting.

You'll have up to four months to complete the course, and will choose from either our self-paced online learning option, or our intensive course which includes one day of live online tuition, followed by online access for revision and the completion of your assignments.

### Don't forget!

If you require assessment tests for your course, you can take advantage of our Study Purchase Scheme or the 10% discount for Real Training delegates in the Dyslexia Action Shop!



# Educational Testing and Assessment Short courses



## Assistant Test User (ATU)



The British Psychological Society

If you want to train and develop a professionally qualified team around you to administer a large number of tests, then this online course is a cost-effective way to save time and build expertise within your setting or organisation.

Or if you are a teacher or teaching assistant who wants to gain skills in test administration, this will provide you with the skills that you need and a qualification validated by the respected British Psychological Society (BPS).

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

- Test administration and scoring
- Security and data protection maintenance

This course will allow large or busy schools to spread the load of assessment effectively by training a number of competent test administrators at an affordable price.

The member of staff on the BPS's Register of Qualifications in Test Use (RQTU) must retain control over the choosing of tests, the interpretation of results and the writing of reports.

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

## Access Arrangements Coordinator course (AA-COORD)

Learn how to competently administer and process exam access arrangements for students within your setting with this Access Arrangements Coordination course.

Gain the knowledge to navigate JCQ requirements and confidently oversee the entire application process after initial screening, including completion of key documents such as Form 8s and Form 9s, applying online and liaising with external bodies. You'll work with the SENCO, students and parents to ensure a smooth application process and enable students to receive the support they require.

The contents of the course will enable you to:

- Learn the essential principles of access and equality legislation
- Get to grips with the key principles and legislation that underpin exam access arrangements
- Gain access to some of the most useful international and domestic information sources

• Compare the key principles, legislation and practices in a variety of contexts

- Understand the process around completing relevant paperwork and forms
- Learn how to screen students to initiate the Access Arrangements process

• Understand the regulations for prompters, readers and scribes

• Explore how to keep records of exams and student data filed safely

## Cognitive Abilities Profile (CAP)

Many education professionals need to be able to assess student progress effectively. This Cognitive Abilities Profile (CAP) course will bring the unique benefits of Dynamic Assessment and cognitive education into the mainstream work of psychologists, specialist teachers, therapists and other education professionals.

The course will not only teach you how to use CAP to structure an in-depth individualised assessment but will also show you how it can be used for systematic consultation and observation – which may mitigate the need to carry out individual direct work with a particular student.

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

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

The CAP course is delivered through a mixture of online videos, reading and activities via four 2½ hour webinars.

This course is not formally assessed. However, clear staging posts over the four interactive webinars will ensure that your learning and practice are embedded every step of the way.

Scan to find out more



# NPQ SENCO

The NPQ for SENCOs is the mandatory qualification for anyone who wishes to qualify and work as a SENCO in state schools in England.

## Introduction

By studying this National Professional Qualification (NPQ), you will gain the knowledge and practical skills to lead inclusive education and have a lasting impact on your students. You'll develop your expertise, drive positive change and foster collaboration, with both internal teams and external partners, to deliver exceptional support for pupils with special educational needs and disabilities.

In partnership with Teach First, our NPQ SENCO course offers flexible, online learning, led by experienced facilitators. Learn at your own pace and from anywhere, while collaborating and sharing best practice with a national network of SENCOs and SEND experts.

## How will you benefit?

**Grow your expertise as a leader of SEND:** Broaden your leadership knowledge and develop expertise across areas such as the identification of SEND and leading and managing provision.

**Create a culture where pupils with SEND can thrive:** Learn how to establish and sustain a supportive culture where everyone feels welcome, safe and that they belong.

**Learn about the statutory framework for SEND:** Develop confidence to give statutory guidance and ensure that school policies and practices take account of the relevant legislation.



## Develop effective working partnerships:

Explore approaches to working collaboratively with colleagues, families, external agencies and specialists in a whole-school approach.

## What will you study?

The course consists of ten modules, delivered by blended learning. Each module involves approximately four hours of independent study. You'll then engage in an online seminar, in which you can discuss your learning with peers and experienced SEN leaders.

### Each module features:

- Evidence-based online content to refresh and build knowledge, as well as exemplify what this looks like in your context
- A formative assessment task to support your learning
- The opportunity to consolidate your learning and record reflections

- Online seminars with a group of peers, facilitated by an experienced school leader and SENCO. You'll analyse and reflect on the task and hear further examples of good practice

The programme also includes two virtual conferences, making this a fully online NPQ SENCO course.

In total, you will complete 85 hours of training over 18 months.

At the end of the course you will have an assessment window in which to complete a case study to showcase the skills and understanding you have gained throughout the course. It will be focused on a specific change initiative that will positively impact your setting and will be between 1,500 and 2,000 words in length. Tutors will be on hand to offer full support to help you prepare for this.

## In Partnership with Teach First

We are delighted to partner with Teach First on the delivery of this NPQ for SENCOs. We chose a strategic partnership with Teach First because Teach First qualifications have an excellent reputation and our values and missions are aligned. Teach First Impact Goals include narrowing the attainment and destination gap for disadvantaged children, with a particular focus on those facing persistent disadvantage.



Scan to  
find out  
more



# International Award in SEN Coordination (iSENCO)

A unique qualification for education professionals in international settings.



## Introduction

Our International Award in SEN Coordination (iSENCO) has been specifically designed for education professionals based in international settings. The course is tailored to international needs, encompasses localised legislative frameworks, addresses the impact on learning of third culture kids, reviews the intersection of academic vs social language in EAL students and much more.

The iSENCO qualification offers the opportunity for teachers, inclusion managers, 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 a range of settings, so whether you are a SENCO or inclusion manager based in an international school in Dubai or an aspiring SENCO working with students in Bangkok, this course will provide you with the knowledge and skill set required to provide effective support in your setting.

## At a glance:

- **Study method:** Online
- **Duration:** Up to a year
- **Enrolment dates:** September, January and May
- **Gain 60 Masters level credits** that can be put towards further studies on one of our postgraduate programmes - see pages 12-16 for more details

## 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

## Professional benefits:

- Develop effective leadership and management skills for coordination of SEND
- 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
- Learn from experienced SEND professionals, EPs and peers around the world
- Access a wealth of online resources and academic research



## Feedback from a previous delegate



**Alison Ford**  
Alison is Head of Inclusive Education & Therapy at an international K-12 school in Singapore

### What was your experience of learning with Real Training?

I found the online learning platform intuitive and my tutor was very personable and responsive. The support from others in the programme was also valuable.

### How has the course helped make an impact at school?

My final project was an essential part of the service development at my school at the time. I have since moved on to a leadership role at a much larger school, and what I learned from the iSENCO forms the foundation of my role now as I lead the strategic development of our whole school provision for therapy and learning support. The iSENCO was a good learning process for me to plan and think strategically, and it helped to better inform my role now in a much larger setting.

Scan to  
find out  
more



# International Diploma in Inclusive Classroom Support

Designed for experienced and junior teaching assistants and support assistants in international settings.

## Introduction

Take the next step in your career with a Diploma that will deepen your knowledge of inclusion and Special Educational Needs and Disabilities (SEND). This qualification builds the confidence and practical skills necessary to deliver consistent and enhanced support for every learner in your setting.

You will complete the qualification through integrated on the job learning. By completing practical tasks you will refine your ability to enable learners with specific needs to access learning effectively.

Upon successful completion of the Diploma, as a Specialist Teaching Assistant, you will be able to address diverse learning needs, support social and emotional wellbeing of pupils, with and without SEND, and provide individualised support for students. You will also become empowered to provide additional capacity in your team for early identification and intervention for SEND.

An in-school mentor will help you to apply your learning to maximum effect in your unique school context. You will also benefit from the support of our expert SEND tutors who have experience in the international education sector, and are passionate about developing those in classroom support roles.



## At a glance:

- Study method:** Online
- Duration:** Up to a year
- Enrolment dates:** September, January and May

## Course content

The course is divided into seven units that will focus on:

- Your role as a Specialist Teaching Assistant and how you will work best with your team. Cementing positive relationships and inclusive learning environments.
- Building specialist knowledge of SEND including national and local SEND policy and adaptation of provision.
- Navigating legislation and how to work within global frameworks of rights. Ensuring compliance, equality and robust safeguarding.
- Exploring of theories of learning and child development, and applying strategies to overcome barriers to learning (such as social, emotional, physical, or cognitive factors) and to advance learning.
- Planning, teaching and assessing learning to inform reporting and student feedback.
- Demonstrating professionalism, understanding strategies to develop resilience and supporting effective practice in others.
- Evaluating effective communication with learners, parents, carers and stakeholders, and understanding the importance of advocating for the needs of learners.

## Endorsed by NQfL\*

NQfL is an Awarding Organisation, regulated by Ofqual.

They are internationally-recognised and they validate programmes based on content that meets high standards of quality and sector relevance.

Upon successful completion of the International Diploma in Inclusive Classroom Support, delegates are awarded the NQfL Level 5 Diploma in Specialist Teaching Assistant\*.

\*Subject to approval.

**Gillian Wray**  
Real Training Tutor



I am really excited to be mentoring and tutoring on the International Diploma in Inclusive Classroom Support as this really matches my passion for empowering professionals to provide the best support for students, whilst developing their own skills and knowledge and becoming strong team players in an exciting but challenging environment. Having worked internationally as an educational leader in a range of settings, I know the need for this specialist training and the value of having highly skilled professionals who have the ability to work with students with a range of needs, whilst supporting colleagues and sharing specialist knowledge.

Scan to find out more



# Senior Mental Health Leadership (SMHL) Certificate and Award



## Introduction

The UK Government is encouraging schools and colleges to appoint a Senior Mental Health Lead in order to drive more effective mental health early intervention.

Real Training's courses are designed to equip SMHLs with the latest methods and models to allow sustained and strategic change at a whole-school level.

Our courses (Certificate and Advanced Award) are designed and delivered by Educational Psychologists.



## Senior Mental Health Leadership Certificate Course

(Online – 6 months)

Perfect for those newly appointed to the SMHL role or who have not had any formal training.

- Get to grips with the SMHL role and responsibilities (prioritise time and quickly make an impact)
- Understand the eight principles of the whole-school approach to mental health laid out by Public Health England
- Embed a whole-school approach, gaining a broad understanding of what mental health is and what it means for your setting
- Audit your provision and create an action plan for change, leveraging frameworks from organisations like the Education Endowment Fund (EEF)

## Senior Mental Health Leadership Advanced Award

(Online – 12 months)

For SMHLs who want to gain a deeper understanding of mental health or for those who are more experienced in the role.

- Gain an in-depth understanding of the latest research and perspectives on social and emotional wellbeing
- Understand the principles of a whole-school approach
- Critically assess your own mental health policies, processes, models and frameworks
- Create a plan for strategic change after studying implementation science and systems thinking
- Benefit from one-to-one coaching for a year from an EP as you create and implement your action plan

This is a recommended module on our Masters in Mental Health and Wellbeing in Education\*. It also contributes 30 credits to our other postgraduate programmes.

\*This programme name is subject to approval.

“

The real benefit is that the Advanced Award course fitted in exactly around what we needed to do in school. After studying, I developed a training package around trauma and was able to give this to staff to support individual pupils. I was able to think more widely around mental health and how to support parents and staff as well as children.

Andrew Chadwick, Headteacher

”

Scan to find out more



# Masters programmes

## Introduction

Masters-level, practice-led learning modules to expand your expertise and specialist skills.

We offer five postgraduate programmes, allowing you to choose the exit award that best suits your interests and the needs of your setting.

- SEND and Inclusion (see page 12)
- Inclusive Educational Leadership (see page 13)
- Educational Assessment (see page 14)
- Autism (see page 15)
- Mental Health and Wellbeing (see page 16)



### A unique way to learn

All of our 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, so that as you develop, your setting develops with you.

Our courses are delivered on **Campus Online**, our virtual learning environment. Continuously developed to keep pace with advances in e-learning, the platform has many features specifically designed to make the experience of learning flexible, rewarding and collaborative.

Campus Online allows you to study at your own pace, without the need to travel, or commit to being available at particular dates or times. Log in to access your study materials, contact your personal tutor for support, connect and network with other delegates and make use of the extensive resource library. Take a look at the Campus Online interface on page 30.

### Fully-flexible learning

Our modules can be studied individually, or in combination, to suit your professional development goals.

On each of our programmes, 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 PGDip or MEd upfront.

### Start dates

The majority of our modules start three times per year:

- 15 September
- 15 January
- 15 May

This provides you with the ability to choose a study schedule that suits you. Please see the individual module details on our website to confirm start dates.

### Subject matter expertise

All our modules have been developed in conjunction with leading SEND experts, educational psychologists and school leaders. Module leaders are all recognised experts in their field and course tutors are experienced SEND and Inclusion professionals.

### Eligibility

To join one of our Masters programmes, you will need to:

- Hold an undergraduate degree
- Be working in an educational setting. If you aren't currently working in an educational setting you will need written permission from a senior member of staff to enable you to regularly access a setting

As our courses are delivered online, they can be completed anywhere in the world. The programme content is designed and written with both UK and international settings in mind.

### Accreditation for Prior Learning (APL)

Real Training is delighted to welcome delegates who have already gained relevant credits at Masters level (level 7) from another institution. A maximum of two-thirds of the credits for any final exit award can be obtained through APL. For example, if you require 180 credits for a Masters degree, you would be able to bring a maximum of 120 credits into the programme. Please contact us if you have existing credits that you would like to bring into one of our programmes.

# Masters in SEND & Inclusion



PGCert in SEND & Inclusion  
PGDip in SEND & Inclusion  
MEd SEND & Inclusion



### Introduction

Our Masters in SEND and Inclusion is designed for those looking to build their knowledge and skills of a broad range of SEND topics. You'll tailor your programme of study to suit your interests and your setting's particular needs by selecting from our wide range of modules.

You'll develop 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.

### Programme overview

This programme will enable you to:

- Become equipped with a range of advanced skills and specialist knowledge that will enable you to meet the needs of vulnerable groups of children and their families
- Develop your professional practice via the systematic application of skills and knowledge
- Study specialist aspects of SEND and Inclusion in greater depth
- Develop practice using the findings of published research and via critical analysis of the evidence base for intervention in SEND

- Develop your skills as a practitioner and researcher
- Develop different models of partnership with a critical understanding of the place of power and ethics in listening to and understanding children, parents and carers

### Create your ideal programme

Our broad range of modules gives you maximum flexibility to develop your expertise in crucial areas of need and address broader themes across the curriculum.

Modules can be studied individually or in combination to suit your professional development and achieve your desired qualification.

- A Postgraduate Certificate (PGCert) requires 60 credits
- A Postgraduate Diploma (PGDip) requires 120 credits
- The Master of Education (MEd) requires 180 credits

Start building your programme, by browsing our full range of modules on pages 17 to 20.

**Please note:** If you'd like to achieve a PGDip or MEd, your programme must include **one of our enhanced application and reflection modules** which include:

- Auditing and Leading Improvement (60 credits)
- International Award for SEN Coordination (iSENCO) (60 credits)
- Evidence and Pedagogy for Inclusion (30 credits)
- Leading Inclusive Practice (60 credits)
- National Award for SEN Coordination (NASENCO) (60 credits)

For the full Masters, it is required that the 60-credit Enquiry-Based Practice module forms the final part of your programme.

### Find out what our delegates say about studying with Real Training



Scan to watch video



Scan to find out more



# Masters in Inclusive Educational Leadership



PGCert in SEND & Inclusion: Inclusive Educational Leadership  
 PGDip in SEND & Inclusion: Inclusive Educational Leadership  
 MEd in SEND & Inclusion: Inclusive Educational Leadership



## Introduction

Our Masters in Inclusive Educational Leadership is designed for those looking to develop their leadership skills within an inclusive setting. You'll tailor your studies to fit with your previous experience, qualifications and future career aspirations.

By choosing this programme, you'll have the opportunity to develop an advanced knowledge and systematic understanding of the context and frameworks of inclusive education as well as the strategies and skills required to deliver high-quality inclusive practice in line with best value principles.

## Programme overview

Studying this Masters in Inclusive Educational Leadership will enable you to:

- Develop effective and inclusive leadership and management skills
- Comprehensively and critically understand how wider cultural, political, historical and community contexts influence inclusive provision
- Develop an advanced understanding of how the current research and guidance informs educational policy and practice
- Understand what high-quality leadership looks like in practice, and how it can be demonstrated and evaluated
- Critically examine the research on interventions in the field of inclusion

- Develop different models of partnership within your setting with an understanding of the place of power and ethics in listening to and understanding children, parents and carers

## Create your ideal programme

Our modules give you maximum flexibility to develop your expertise in leading inclusive education.

Modules can be studied individually or in combination to suit your professional development and achieve your desired qualification.

- A Postgraduate Certificate (PGCert) requires 60 credits
- A Postgraduate Diploma (PGDip) requires 120 credits
- The Master of Education (MEd) requires 180 credits

For all exit awards from the Inclusive Educational Leadership programme, you will need to complete **one of our core modules**:

- International Award in SEN Coordination (iSENCO) (60 credits)
- Leading Inclusive Practice (60 credits)
- Leading Inclusive Practice (30 credits) – only available with 30 credits of RPL from a leadership NPQ
- National Award in SEN Coordination (NASENCO) (60 credits)

For the PGDip and MEd routes, combine your chosen core module from the list above with a further 60 credits from our wide range of modules.

Our recommended modules are shown below, but you can choose other options from the full list of available modules.

- Auditing and Leading Improvement (60 credits)
- Coaching and Mentoring in Education (30 credits) plus another 30-credit module of your choice

For the full Masters, it is required that the 60-credit Enquiry-Based Practice module forms the final part of your programme.

See pages 17 to 20 to read more about the core and recommended modules on this programme and browse the full list of available modules.

## Meet our programme leader

Katie is the strategic lead for our five MEd programmes. She has worked within educational settings for a decade as a teacher, a SENCO and a member of the Senior Management Team. She has a Masters Degree in Educational Research Practice from the University of Cambridge.

During her time spent as a SENCO and Deputy Designated Safeguarding Lead, Katie put in place strategies to support pupils in the school with EAL and led a specialist unit for pupils with complex needs, including physical disabilities.



Scan to find out more



# Masters in Educational Assessment



PGCert in SEND & Inclusion: Assessment  
 PG Dip in SEND & Inclusion: Assessment  
 MEd SEND & Inclusion: Assessment



## Introduction

Our Masters in Educational Assessment is your route to gaining specialist knowledge and skills within educational testing and assessment.

Through this programme, you'll develop knowledge and understanding of relevant theory, policy and legislation surrounding assessment and testing.

You'll apply your critical analysis skills and will develop the specialist skills and experience which will enable you to carry out effective assessments and positively impact the students within your setting.

## Programme overview

The programme will enable you to:

- Interpret psychometric test scores
- Write assessment reports, and understand and confidently interpret the reports of others
- Comply with the requirements of relevant legislation in your assessment processes
- Engage in critical reflection about assessment and intelligence testing practice
- Evaluate the impact of assessment and testing practice
- Apply knowledge and skills in assessment and testing in educational contexts
- Undertake a research project which allows you to actively engage with your setting on a topic which is relevant to you

## Create your ideal programme

Our modules give you maximum flexibility to develop your expertise in educational assessment.

Modules can be studied individually or in combination to suit your professional development and achieve your desired qualification.

- A Postgraduate Certificate (PGCert) requires 60 credits
- A Postgraduate Diploma (PGDip) requires 120 credits
- The Master of Education (MEd) requires 180 credits

For all exit awards from the Educational Assessment programme, you will need to complete either:

- Certificate of Competence in Educational Testing - CCET (30 credits)
- or
- Certificate in Psychometric Testing, Assessment and Access Arrangements - CPT3A (30 credits)

And your choice from:

- Cognition and Learning (30 credits)
- Dyslexia – Professional Report Writing (30 credits)
- Enhancing Assessment Practice (30 credits) - *in development*

For PGDip and MEd programmes, you must include one of our enhanced application and reflection modules which are:

- Auditing and Leading Improvement (60 credits) - *recommended for this programme*
- International Award in SEN Coordination (iSENCO) (60 credits)
- Leading Inclusive Practice (60 credits)
- National Award in SEN Coordination (NASENCO) (60 credits)

For the full Masters, it is required that the 60-credit Enquiry-Based Practice module forms the final part of your programme.

See pages 17 to 20 to read more about the core and recommended modules for this programme, and browse the full list of available modules.

**“**  
 "I would recommend using Real Training, I now have a much better understanding of psychometric testing and will be able to identify our students' needs more quickly without using valuable EP time."

Nicola Y, previous CCET delegate



# Masters in Autism



PGCert in SEND & Inclusion: Autism  
PGDip in SEND & Inclusion: Autism  
MEd SEND & Inclusion: Autism

## Introduction

The Masters in Autism is your route to gaining specialist knowledge and skills to support autistic students of all ages.

This programme has both a theoretical and a practical focus which will allow you to make a real impact. You will learn more about the latest research and models of autism spectrum disorder as well as how to create best-practice guidance for supporting autistic children in your setting.

## Programme overview

Studying this Masters in Autism will enable you to:

- Develop a comprehensive and critical understanding of the history of autism and the emergence of a spectrum of autism conditions
- Critically examine the research on autism and demonstrate both knowledge and understanding of its applications and limitations
- Develop an enhanced understanding of how the current knowledge of the autism spectrum informs educational policy and practice
- Critically examine the research on interventions in the field of autism spectrum conditions through a comparative study
- Develop different models of partnership within your setting with an understanding of the place of power and ethics in listening to and understanding children, parents and carers



- Undertake a research project which allows you to actively engage with your setting on topic which is relevant to you

## Create your ideal programme

Our modules give you maximum flexibility to develop your expertise in autism.

Modules can be studied individually or in combination to suit your professional development and achieve your desired qualification.

- A Postgraduate Certificate (PGCert) requires 60 credits
- A Postgraduate Diploma (PGDip) requires 120 credits
- The Master of Education (MEd) requires 180 credits

For all exit awards you will need to complete the following **core modules**:

- Autism Spectrum Conditions (30 credits)
- Evidence and Pedagogy for Inclusion (30 credits)

To achieve a PGDip or MEd in Autism, we recommend combining the core modules above with:

- Further Studies in Autism (60 credits)

You can however choose alternatives from the full list of available modules - see pages 17 to 20.

For the full Masters, it is required that the 60-credit Enquiry-Based Practice module forms the final part of your programme.

## Feedback from a previous delegate



**Jo Miller**  
Jo is a learning support teacher for Key Stage 2 in a British School in Dubai.

### Why did you decide to study Autism Spectrum Conditions with us?

You were recommended to me by my previous SENCO. She said that I should go to Real Training to get the best training.

### What was your favourite part of the course?

The activities, the assignments and the development of real practical skills to carry out a comprehensive school audit. It enabled me to think about and tackle the future of autism in my school.

### What impact has it had on your professional life?

I have developed a far greater awareness of the huge diversity of needs of young people on the spectrum, and how I can positively support them in school. Being in the Middle East, I was concerned about how great a challenge the course would prove, but I have actually been able to identify a number of good and improving interventions that are being undertaken in my own setting.

Scan to find out more



# Masters in Mental Health and Wellbeing in Schools and Colleges\*



PGCert in SEND & Inclusion: Mental Health and Wellbeing in Education  
PGDip in SEND & Inclusion: Mental Health and Wellbeing in Education  
MEd SEND & Inclusion: Mental Health and Wellbeing in Education

## Introduction

The Masters in Mental Health and Wellbeing in Schools and Colleges\* is your route to gaining specialist knowledge and skills for a mental health and pastoral role in an educational setting.

This programme will allow you to further your understanding of a wide range of pastoral challenges, such as mental health, wellbeing, additional needs, and more.

## Programme overview

The programme will enable you to:

- Meet the wellbeing needs of your students and their families
- Develop and embed professional practice via the application of enhanced skills and knowledge
- Establish improved practices and policies using the findings of published research and via critical analysis of the evidence base for mental health and wellbeing support
- Understand and utilise different models of partnership, with an understanding of the place of power and ethics in listening to and understanding children, parents and carers

## Create your ideal programme

Our modules give you maximum flexibility to develop your expertise in mental health and wellbeing.

Modules can be studied individually or in combination to suit your professional development and achieve your desired qualification.

- A Postgraduate Certificate (PGCert) requires 60 credits
- A Postgraduate Diploma (PGDip) requires 120 credits
- The Master of Education (MEd) requires 180 credits

For all exit awards from the Mental Health and Wellbeing in Education programme, you will need to complete at least 60 credits from the following **core modules**:

- Senior Mental Health Lead Advanced Award (30 credits)
- Social Emotional and Mental Health (30 credits)
- Evidence and Pedagogy for Inclusion (30 credits)

If you'd like to achieve a Postgraduate Diploma or MEd in SEND and Inclusion: Mental Health and Wellbeing in Education, your 120 credits must include one of our enhanced application and reflection modules which are:

- Auditing and Leading Improvement (60 credits)
- Evidence and Pedagogy for Inclusion (30 credits)
- International Award in SEN Coordination (iSENCO) (60 credits)
- Leading Inclusive Practice (60 credits)
- National Award in SEN Coordination (NASENCO) (60 credits)

To complete the full Masters, it is required that the 60-credit Enquiry-Based Practice module forms the final part of your programme. For this exit award, your Enquiry project will need to have a focus on Mental Health or Wellbeing.

\*Please note, the title of this exit award has recently changed and is subject to approval.

“

Studying with Real Training has helped my career and my professional development immensely. I haven't found anything else that comes close and everyone I speak to has said the same. If you've done any level of special needs qualifications - it's with Real Training.

Stephanie Evans - SENCO, Bangkok Patana School

Scan to find out more



# A-Z Masters Modules

Our flexible programmes offer you the ability to personalise your studies. Below you'll find a full list of our available modules.



## Auditing and Leading Improvement (60 credits)

This module will enable you to understand the possibilities, complexities and challenges involved in the successful implementation of a project linked to developing inclusive provision for pupils. Choose from two different specialisms: SEND and Inclusion or Assessment.

## Autism Spectrum Conditions (30 credits)

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 including family, other professionals and, of course, the individual's own perspective are also addressed.

## Certificate of Competence in Educational Testing (CCET) (30 credits)

CCET will give you an understanding of the fundamental underlying principles of all psychometric tests. 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 to effectively and interpret the results, including tests for progress as well as some special needs.

### **Feedback from Auditing and Leading Improvement**

"The way the course is laid out allows you to walk through a journey so at every stage the assignment is relative. The Implementation Plan and the final Critical Analysis for me was the most helpful.

This course has significantly strengthened my leadership by deepening my understanding of how to build more collaborative, empowered teams. Moving away from a purely directive style, I now prioritise collaboration and foster a sense of shared ownership among my team."

*Abeeda, Previous Delegate*

### **Additional benefits**

In addition to developing inclusive practice, Auditing and Leading Improvement will also build confidence in preparing for inspection by external parties and for internal reviews by senior leadership.

Furthermore, you have the option of two specialisms that are tailored to the implementation of specific developments appropriate for your role:

- For SEND and Inclusion, you might be a SENCO, Inclusion Manager or working in another role where you are leading SEND and/or inclusion across your setting
- For Assessment, you might be a SENCO, Exams Officer, or working in another role where you are leading the Educational Testing and/or Access Arrangements provision.

## Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A) (30 credits)

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.

## Coaching and Mentoring in Education (30 credits)

The aim is of this module is to ground participants in coaching and mentoring skills. These are key leadership tools that will enable them to support and develop colleagues to deliver inclusive environments and build capacity within their organisation.

## Cognition & Learning (30 credits)

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.

## Contemporary Practice in Autism\* (30 credits)

This module builds on skills and understanding from the Autism Spectrum Conditions module and looks more in depth at current challenges and practice relating to this subject area.

\*Please note, the title of this module is subject to approval.

## Dyslexia – Leadership and Intervention (30 credits)

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.

## Dyslexia – Professional Report Writing (30 credits)

Learn to assess and identify additional support needs of children and young people effectively and pursue 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.

## Enhancing Assessment Practice (30 credits)

Build on your assessment skills and practice developed in CCET or CPT3A to become a more confident and effective test user in your setting. Learn how to combine results from multiple sources to gain an holistic understanding of your students' needs and how to support them.

## Educational Leadership through a Cross-Cultural Lens\* (60 credits)

Develop your knowledge and understanding of cultural and community influence on pupils, families and their ensuing relationship with the educational setting. \*Please note, the title of this module is subject to approval.

## Enquiry-Based Practice (60 credits)

Critically engage with the theory and research base and conduct an enquiry based research project of your own. There will be a strong emphasis throughout on reflective activities; your understanding of your own and others' practice will improve and this will help you to develop effective teaching and management strategies.

### **Alison's metacognitive writing intervention project**



**Alison Szalay**  
Specialist Advisory Teacher for a local authority and a SENCO

Alison's project focused on the impact of an intervention known as IPEELL which stands for Introduction, Point, Explanation, Ending, Links, Language.

In the project, Alison looked specifically at the writing composition skills of a group of key stage two pupils with special educational needs (SEN). There were three main elements in which she measured impact, they were: writing composition, attitudes toward writing and pupils' metacognition about writing.

As a result of her project and its action plan, IPEELL was delivered in the school as an intervention to target improved writing, delivered by teaching assistants, with class teachers remaining responsible for high-quality whole-class teaching.

### **Our delegates' impactful Enquiry-Based Practice project titles**

Supporting mental health needs in non-speaking Autism Spectrum Disorder (ASD) children

An online study of differentiation in Bruneian state primary schools

An evaluation of whether using Speech Language Communication Needs (SLCN) resources in combination with the usual approach to improving literacy will improve students literacy levels by a greater degree than literacy teaching alone

The effect of the school dog on children with ASD

Implementation of Precision Teaching to improve SEND children's mathematical fluency

Scan to view all modules



# A-Z Masters Modules Continued

## Evidence and Pedagogy for Inclusion (30 credits)

In this module you will link previously-gained theoretical understanding to applied professional practice within educational settings. You will focus on reflective practice and take part in a rich variety of activities which include using Appreciative Inquiry techniques to review existing practice in a nominated focus area.

## International Award in SEN Coordination (SENCO) (60 credits)

Designed for educators working in international schools and settings, this unique course brings the gold standard of practice-led learning and development to professionals who do not have UK QTS. The practice-based learning is structured around carefully designed learning experiences that engage directly with your own work.

## Leading Inclusive Practice (60 credits)

This module aims to develop a critical understanding of published material on leadership and management models, leadership history, leadership styles and the difference between leadership and management. Delegates will also recognise high-quality leadership in practice, and how it can be demonstrated and evaluated.

## Leading Inclusive Practice (30 credits)

This module will consolidate your understanding of published material on leadership and management models, leadership history, leadership styles and the difference between leadership and management.

*Please note:* This module is only available with 30 credits brought in from a leadership NPQ via Recognition of Prior Learning (RPL).

## Mathematical Understanding and Teaching Methods (30 credits)

Developed and delivered in partnership with Dyslexia Action, in this module, you will critically examine the research on the acquisition of mathematical understanding, considering both its applications and limitations. You will also reflect upon the merits of a range of teaching approaches.

## Maths Teaching and Intervention Planning (30 credits)

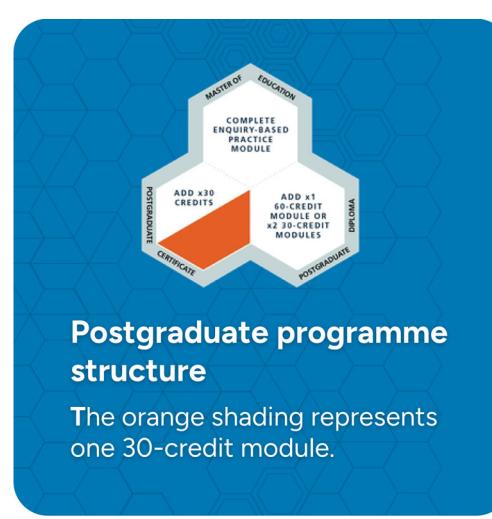
This module will familiarise you with an informal (non-standardised) method of appraising maths-related difficulties. You will develop the complex and extensive skill-set needed to be an effective specialist maths teacher and to instil the importance of facilitating mathematical understanding in learners.

## Migration and Language Acquisition (30 credits)

This module will develop your knowledge and understanding of language and migration in the global context of 21st Century. The module focuses on two broad but intertwined areas of study.

## National Award for SEN Coordination (NASENCO) (60 credits)

Our NASENCO course is consistently rated by delegates as 'excellent training with first class tutoring'. The practice-based learning is structured around carefully designed learning experiences that engage directly with your own work and will see you develop the knowledge and skills to be an effective SEN Coordinator.



## Psychology for Education (30 credits)

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.

## Senior Mental Health Leadership Advanced Award (30 credits)

Our Senior Mental Health Leadership Advanced Award will challenge you to deepen your understanding of the role of Senior Mental Health Lead and bring about transformational change in your setting. You will use educational and psychological expertise and frameworks to extend your leadership and affect authentic and lasting impact.

## Social, Emotional and Mental Health Needs (30 credits)

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.

## Speech, Language and Communication Needs (30 credits)

This module will provide you with the opportunity to practice and develop the key skills that will enable you to have a positive impact on the speech, language and communication needs of children in your setting. You'll build knowledge of the nature and range of SLCN and their potential impacts for children and young people and how needs may be identified, assessed and profiled.



“

"The biggest thing to come out of my masters was the reading model that I created and rolled out during my course of study. As a direct result of that piece of work, we now have 90% of pupils able to access some sort of reading and most of them can be assessed as well. For a school supporting pupils with complex needs, this was a big milestone. OFSTED were very complimentary when they came to visit."

Darleene Grimsby - Deputy Head, Norfolk Churchill Park Academy



Scan to view all modules

# Short online courses for Literacy and Numeracy

Dyslexia Action Training is a division of Real Group and a leading provider of specialist training courses in the field of dyslexia, specific learning difficulties and numeracy.

## Introduction

The Dyslexia Action CPD Programme provides the opportunity for education professionals to improve their knowledge and skills in supporting learners with dyslexia and literacy.

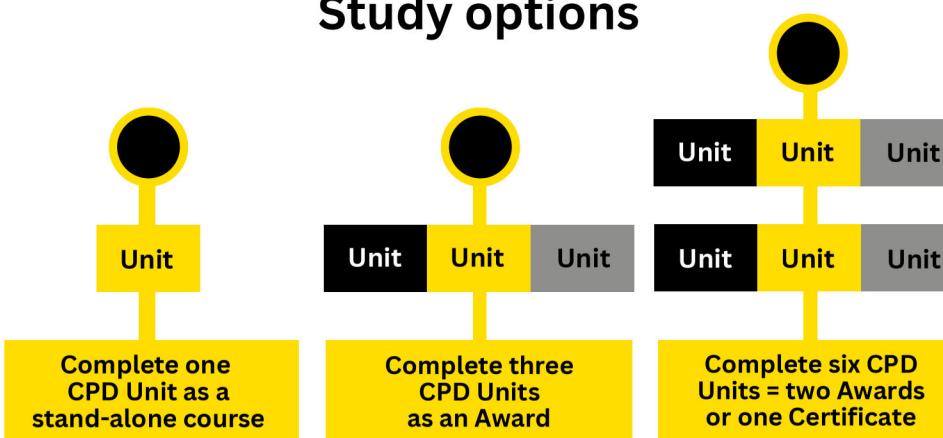
By undertaking accredited CPD training, you have the opportunity to ensure your qualifications, skills and knowledge, are maintained and up to date.

Our units, which focus on how to nurture the development of learners, are suitable for a range of settings, including those working in primary and secondary, those supporting adults and those working in international settings.

Units can be built up over time to gain Awards and Certificates and can contribute towards a pathway to specialist SpLD teacher/ practitioner training.

Awards and Certificates can be booked as whole entities in one go rather than separate units. Their titles vary according to their comprising units.

## Study options



# Dyslexia Action

## Training and Professional Development

### Dyslexia and Co-occurring Difficulties

Develop your understanding of dyslexia, literacy difficulties and other co-occurring conditions, including autism and ADHD. You'll learn how to recognise and support learners' needs through the exploration of the current theories of dyslexia and conditions with which it occurs.

### Supporting Individuals with Memory Weaknesses

Explore the different aspects of memory, understand the barriers that working memory weaknesses can create, increase your knowledge of cognition and identify the impact working memory systems have on learning.

### Structured, Cumulative Multisensory Tuition for Learners with Dyslexia

Build the skills to design lessons and implement effective teaching strategies in order to maximise learning potential via the use of structured approaches, multisensory input and delivery of explicit intervention.

#### Spotlight



- ✓ Six cohorts per year
- ✓ Online study, access anywhere
- ✓ No live delivery
- ✓ CPD Standards Office Accredited
- ✓ Level 4 & 5 mapped against Ofqual level descriptors

### Dyslexia in Multilingual Settings

Learn how to effectively support bilingual and multilingual learners by evaluating whether a literacy-related difficulty exists. You'll consider the learner's cultural context, together with the impact this has on learning and progress, and gain valuable insight into the strategies to help them become more proficient in reading and writing.

### Developing Reading Skills in Learners with Dyslexia

Understand how learners acquire and develop reading skills and understand why difficulties in reading occur and what we can do about them. You'll learn how the brain works and the underlying phonological, morphological and orthographic processes, and the impact these may have for learners with dyslexia.

### Developing Writing Skills in Learners with Dyslexia

Understand the processes by which learners acquire and develop writing skills. We will explore the challenges writers face and develop nurturing strategies to engage and improve competence, including for learners with dyslexia. The approaches covered in this course will benefit a wide range of learners struggling to acquire effective writing skills.

### Developing Spelling Skills in Learners with Dyslexia

Develop the knowledge, skills and understanding to support learners with dyslexia to develop spelling skills. You'll explore strategies such as morphology and etymology and learn the principles of effective spelling intervention.

### Supporting Adults with Dyslexia and Co-occurring Difficulties

Develop a framework for support and build your understanding of dyslexia, literacy difficulties and other common types of neurodiversity, as well as the barriers that adults can face. You will consider the holistic requirements of the individual and explore practical solutions.

### Supporting Study Skills in Adults with Dyslexia

Motivate and equip your learner(s) with the skills and attributes required for effective study – such as reading, memory, revision and organisation – by creating a supportive learning environment and providing practical resources. You'll explore the barriers to learning that can impede the development of study skills and methods that can improve access to learning.

### Developing Writing Skills in Adults with Dyslexia

Learn how to extend the writing skills of learners in post-16 and other adult settings. You will gain hands on experience of developing strategies and approaches that can improve writing proficiency, particularly for learners with dyslexia.

### Developing Literacy Skills with Assistive Technology

Develop practical solutions to help learners use Assistive Technology and build your knowledge of reasonable adjustments for those with disabilities. You will discover approaches utilising assistive technology that can enable individuals with dyslexia and diverse needs to overcome barriers that add pressure to literacy, planning and organisational tasks.

### Developing Numeracy Skills in Learners with Dyslexia and Dyscalculia

Understand how Dyscalculia or related numeracy difficulties affect a learner's access to Maths. You'll explore both theory and practical ideas and develop strategies to effectively use structured, cumulative multisensory teaching to promote your learner's comprehension of Mathematical terminology and concepts.



**Dyslexia and Me: How I Became a Learning Support Teacher**  
by Julietta Howell



**Dyslexia and Me: How I became a Learning Support Teacher**  
By Julietta Howell



Scan to view CPD Units



## Contact Dyslexia Action

**✉** [trainingcourses@dyslexiaaction.org.uk](mailto:trainingcourses@dyslexiaaction.org.uk)

**📞** +44 (0) 1784 222 304

**🌐** [dyslexiaaction.org.uk](http://dyslexiaaction.org.uk)

# Become a Specialist Teacher/ Practitioner

## Introduction

Founded over 50 years ago, Dyslexia Action Training has an established professional partnership with The Dyslexia Guild, the professional membership body for specialist SpLD teachers and assessors.

## Specialist SpLD Literacy Teacher/Practitioner/Assessor Training

Dyslexia Action Training offers several programmes at Level 5 and Level 7 (Master's Level). Both courses will qualify you as a specialist teacher/practitioner of dyslexia / SpLD.

### Please note:

- You do not need to complete the Level 5 Diploma before the Level 7 Certificate if you meet the entry requirements for Level 7 in the first instance
- The Level 5 Diploma does not carry University Masters credits so cannot be used towards a Level 7 MEd in the future but can be used in the pathway to gaining an Assessment Practising Certificate (APC)
- If you do not hold QTS or a PGCE you refer to yourself as a practitioner only.



## The Dyslexia Action Literacy Programme (DALP)

Whilst studying these programmes, you will also gain access to the unique resource DALP. DALP is a specialist literacy programme which provides a pathway for learners with literacy difficulties, through individual placement identification. DALP brings metacognitive learning and the development of metalinguistic awareness to the forefront, which with the placement process, enables the practitioner to further extend their reach to those with dyslexia and literacy difficulties.



### Level 5 Diploma in Specialist Teaching for Literacy-Related Difficulties (DIST) Graduate Route

By completing this certificate you will become qualified to offer learning support to pupils with literacy difficulties, including dyslexia.

The Diploma comprises three Units:

- Understanding Literacy Difficulties
- Foundations for Building Structured Literacy Teaching Interventions
- Extending Specialist Literacy Teaching Skills

This Diploma does not carry masters credits but is eligible for Associate Guild membership and is eligible to be used in the pathway to gaining an APC.

### Level 5 Diploma in Specialist Teaching for Literacy-Related Difficulties (DIST) CPD Pathway route

If you do not hold a degree you may be eligible to follow a different training pathway to gain the Level 5 Diploma via our CPD Pathway route.

### Level 7 Postgraduate Certificate in Specialist Teaching for Literacy-Related Difficulties

By completing this Certificate you will become qualified to offer learning support to pupils with literacy difficulties, including dyslexia.

You will examine research on literacy acquisition and related difficulties and develop the complex and extensive skill-set needed to be an effective specialist literacy teacher. This will enable you to facilitate literacy understanding in learners and deliver a series of structured multisensory learning sessions.

The certificate comprises two 6-month modules:

- Literacy Acquisition – Underpinning Theory
- Specialist Literacy Teaching – Linking Theory to Practice

This Certificate awards 60 level-7 credits that can be used towards further studies in Dyslexia and/or a Masters qualification. It is also eligible for Associate Guild membership and is eligible to be used in the pathway to gaining an APC.



In partnership with  
Middlesex  
University  
London

Scan to view  
Specialist Teacher  
training options



# Become a Dyslexia Assessor

Dyslexia Action and Real Training offer three training routes, approved by the SpLD Assessment Standards Committee (SASC). Each will enable you to become a full SpLD assessor



For further information, please see our video about becoming a Dyslexia Assessor.



Our courses are recognised by our affiliated body - The Dyslexia Guild, which is an awarding body for the issue and renewal of Assessment Practising Certificates (APC). Please see page 25 for further information.

### Option 1:

#### The Level 7 Postgraduate Diploma Specialist Assessment and Teaching for Literacy-Related Difficulties.

This Diploma will train you in specialist teaching (including the Dyslexia Action Literacy Programme) in year one and specialist assessment in year two.

The Diploma awards 120 masters credits and is the fastest route to become an assessor.

Upon completion you will be an assessor who is eligible to apply for an APC.

Level 7 PG Diploma

### Option 2:

If you already hold an eligible SpLD Level 5 Diploma or Level 7 Postgraduate Certificate in Specialist Teaching (or equivalent) you can build on this qualification to become an assessor.

In addition to the above, on this route you will complete Real Training's Certificate of Competence in Educational Testing (CCET) and hold current BPS membership before moving onto Real Training's Dyslexia Professional Report Writing (D-PRW) module. Upon completion you will be an assessor who is eligible to apply for an APC.

CCET  
+  
D-PRW

L5/L7 SpLD teacher/ practitioner  
+  
D-PRW

### MEd in Professional Practice in Dyslexia and Literacy

Dyslexia Action in partnership with Real Training and Middlesex University offer two routes to enable you to gain a full MEd. [dyslexiaaction.org.uk/MEd](http://dyslexiaaction.org.uk/MEd)

Scan to view Assessment options



# The Dyslexia Guild

## Our affiliated membership body

### What is The Dyslexia Guild?

Established in 1994, The Dyslexia Guild is a network of professionals who are committed to staying connected, and furthering 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 keep members informed of developments in the field through publication and distribution.

### Why should I join The Dyslexia Guild and how will I benefit?

The Dyslexia Guild provides a wealth of benefits to its members including designatory letters in recognition of their SpLD teaching and assessment qualifications, listing in a professional directory which is publicly accessible, online forums, dedicated member website, a vibrant online annual conference and 10% discount in the Dyslexia Action Shop on selected products.

### National Dyslexia Resource Centre

The Guild provides its members with a broad range of free information relating to Dyslexia and SpLDs through its online library. The National Dyslexia Resource Centre holds hard-copy resources, archive documents and also provides a unique e-Resource Collection, covering the fields of Dyslexia and other co-occurring difficulties. A full-text database of Psychology and Behavioural Sciences journals as well as a comprehensive Education Research collection are also freely available to Guild members.

### Assessment Practising Certificate (APC)

The Dyslexia Guild is an awarding body issuing Assessment Practising Certificates on behalf of the SpLD Assessment Standards Committee (SASC) for application or renewal.

The Joint Council for Qualifications (JCQ) also recognises that for the purposes of 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.



### How do I apply for an APC?

An 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.

Only APC holders can undertake diagnostic assessment reports for Disabled Students' Allowance (DSA) applications. See our information page [dyslexiaaction.org.uk/apc](https://dyslexiaaction.org.uk/apc).



### Applying for and Renewing an Assessment Practising Certificate – Online Course

This course has been updated to include the new SASC Report Format. It is based around carefully designed datasets and case study materials intended to make you think about score profiles, background information and observations. There are also many opportunities for you to test your knowledge and participate in forum discussions. The experienced tutors are available should you need to ask them questions.

Our APC online course runs several times a year. Find out more at [dyslexiaaction.org.uk/apply-apc](https://dyslexiaaction.org.uk/apply-apc).

### Join us today

To join The Dyslexia Guild apply online:

[dyslexiaguild.co.uk](https://dyslexiaguild.co.uk)

or for more details contact:

[guild@dyslexiaaction.org.uk](mailto:guild@dyslexiaaction.org.uk)

Scan to visit  
The Dyslexia  
Guild



# The Dyslexia Action Shop

Discover a wide range of assessments and resources, especially picked out for assessors and educators like you



### Introduction

The Dyslexia Action Shop is an online shop that specialises in selling assessment tests, particularly those required by Dyslexia Action and Real Training delegates for their studies, as well as books, resources, and interventions, to help you assess and best support individuals in your care.

### Study Purchase Scheme

Delegates studying with Dyslexia Action and Real Training can use the Study Purchase Scheme to access restricted tests for their studies. Delegates are not always able to purchase some assessment tests directly from test publishers until they have successfully completed their chosen course, yet need access to the tests in order to learn how to conduct assessments.

However the Dyslexia Action Shop is able to offer these restricted assessment tests that are made available to course participants on a 'pre-qualification purchase basis,' that they can retain once qualified.

### Discounts

Delegates of Dyslexia Action and Real Training and Dyslexia Guild members are also eligible for a **10% discount** on most products. If this applies to you, email the shop for your unique, one-time discount!

### New and Bestselling Products

#### Test of Retrieval Efficiency:

We were delighted in the year of our anniversary to become the exclusive providers of the new Test of Retrieval Efficiency (TORE), which measures the ability of an individual to retrieve simple data at speed.

Written and developed by Anna Smith, Louise van der Valk and Sophia Butler, this new assessment allows test users to assess up to 10 learners at a time, making it ideal for a classroom setting.



**DASH-2:** Detailed Assessment of Speed of Handwriting, Second Edition (DASH-2) is a reliable measure of handwriting speed for children and young adults. DASH-2 helps identify functional handwriting difficulties and provides relevant information for intervention planning.



**Tests of Dyslexia:** Tests of Dyslexia (TOD) is the first comprehensive assessment of dyslexia, eliminating the need to use tests from different assessments. Linking dyslexia assessment to targeted interventions has never been more efficient.



“Whenever I have had to ring up for any reason the response has always been very helpful which is why I chose to buy through you”  
- Fiona C

“The customer service is excellent. Any questions are answered quickly and the staff are friendly and helpful. The communication over delivery is clear and they have always delivered promptly in the 8 years I have used them.”  
- Rachel B

### Contact the shop team

[shop@dyslexiaaction.org.uk](mailto:shop@dyslexiaaction.org.uk)

+44 (0) 1784 222339

[dyslexiaactionsong.co.uk](https://dyslexiaactionsong.co.uk)

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The Dyslexia  
Action Shop



# Apprenticeships by ESF Apprenticeships



## Introduction

By combining practical experience with comprehensive training, ESF Apprenticeships deliver bespoke apprenticeships, which can be tailored to the unique needs of each school, academy, multi-academy, and community setting. Our experienced team, including subject leaders, SEND professionals, primary and secondary teachers, PE practitioners, and knowledgeable training experts, provide invaluable information, advice, and guidance to support headteachers, teachers, administrative staff, and learners alike.

The founding co-directors Jill Eaton, MBE and Jo Pountney, are active members of Trailblazer groups and national conference speakers, and bring a wealth of expertise and leadership to their initiatives. This expertise is amplified by the Real Training team who collaborate on the development of the apprenticeships, infusing them with their in-depth knowledge and experience of SEND and inclusive education.

By working with ESF Apprenticeships, schools can cultivate a robust and skilled workforce, enhancing the educational experiences and outcomes for all students. Our unique and effective approach to upskilling staff not only meets the current needs of schools but also prepares them for future challenges, ensuring a thriving and resilient educational community.

## Use your Growth and Skills levy to access fully funded training

Schools, Colleges, Nurseries and Multi-Academy Trusts can take advantage of their Growth and Skills levy. Your levy can be used to fund a CPD pathway to provide training for a new apprentice(s) or to upskill a member(s) of staff within your existing team at little or no extra cost to your school's budget.

If your setting pays into the Growth and Skills levy, 100% of the apprenticeship can be paid for from the employer's levy pot. If your setting does not pay the levy, you will be required to contribute 5% of the cost of the apprenticeship.

## School benefits

Offering a professional development pathway for your team to learn and grow helps retain valuable employees, fill skills gaps, and develop a highly skilled workforce.

Hiring a new member of staff via an apprenticeship means that your school will receive additional hours and additional support for you and your colleagues.

## Employer Testimonial

"At present six of our staff are undertaking Level 3 Teaching Assistant Apprenticeships and they are thoroughly enjoying this experience. They relish the opportunity to engage in fortnightly professional development which in turn is supporting them to support our pupils to an even higher standard ... it has been so rewarding to see our staff engaging in such a high quality qualification."

**Sim Bains**  
Headteacher, Knebworth Primary and Nursery School



**"Tutors have developed an extremely well-planned curriculum. Their curriculum design enables apprentices to rapidly become self-assured, knowledgeable and skilled sports coaches and classroom teaching assistants."**

Ofsted Report 2021



## SEND and Leadership focused apprenticeships for existing school staff

### Level 5 Specialist Teaching Assistant

The first apprenticeship pathway for Teaching Assistants to gain specialist knowledge and skills in SEND, Social Emotional Wellbeing, Literacy, or Language and Literacy. The SEMH specialism includes ELSA status and the Language and Literacy specialism is delivered in partnership with Elkhan.



### Level 5 Assistant SENCO

With increasing SEND demands, this programme equips aspiring or current Assistant SENCOs with the knowledge, confidence, and leadership skills to deliver high-quality inclusive support and strengthen the school's SEND provision.

Upskilling staff on this programme will enable you to embed a more inclusive school culture, offer greater support to your SENCO and create stronger collaboration within your SEND department, across the school, and with external partners and parents.

## Level 5 Speech, Language and Communications Leadership Programme

A programme for those looking to take the lead on supporting pupils with speech, language, and communication needs in their setting. This programme includes the Higher Level Communication Practitioner (HLCP) qualification.

### The Strategic SEND Leader Programme

Designed for ambitious professionals in SEND and inclusion leadership roles, it will enable you to strategically lead your setting's provision. Move into strategic planning to achieve operational excellence and embed a culture of continuous improvement.

You will develop and deliver an inclusion-focused improvement plan, applying Lean methodologies, coaching techniques, and financial analysis to optimise provision. The output will be equitable and high-quality outcomes for all pupils with SEND and enhanced team performance.

We also offer the following apprenticeships:

### Level 2 Community Activator Coach

### Level 2 Early Years Practitioner

### Level 3 Early Years Educator

### Level 4 Sports Coach

## Contact Us

✉ info@esfapprenticeships.co.uk

📞 +44 (0) 1438 791068

🌐 esfapprenticeships.co.uk

## Hire a new PE or Classroom Teaching Assistant apprentice

Our apprentices become invaluable team members within your school setting and are important and popular role models for your pupils.

### Level 3 Classroom Teaching Assistant - with a SEND focus

Responsibilities of a Classroom TA apprentice may include:

- Supporting and working alongside teachers during lessons
- Helping within the classroom to provide extra hands-on support
- Supporting individual or small group learning

### Level 3 Teaching Assistant - with a PE focus

Responsibilities of a PE apprentice may include:

- Supporting the delivery of physical activity, PE and school sport
- Delivering warm-ups and working with small groups within PE lessons
- Leading in-school health-related activities and discussions
- Supporting the organisation and delivery of school sport competitions
- Enhance opportunities for your pupils to be physically active

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# Find out even more about us

## Try our free courses and more

### FREE courses/resources

#### Access Arrangements Update:

- Open to all qualified access arrangements professionals
- Provides all the information to be fully up to date with JCQ exam regulations and requirements for the upcoming academic year

#### Effective SEN Support - Middle Leaders:

- Open to all education professionals
- Focuses on the elements relevant to your context and your learners
- Developed by Real Training and Whole School SEND

#### Online SEND Reviewer Training:

- Open to all education professionals
- Enables more people to review SEND provision and empower settings to improve practices
- Developed by Real Training and Whole School SEND

### Real Group accolades

Two of our resources have been recognised in the 2025 Teach Awards.

Our Level 5 Teaching Assistant Apprenticeship, delivered by our ESF Apprenticeships brand, is a highly commended finalist in the CPD category of the Teach Primary Awards.

The Test of Retrieval Efficiency (TORE) has been shortlisted in the Teach Secondary Awards. This innovative assessment precisely measures an individual's ability to quickly retrieve simple information from long-term memory.

### Some of our partners

- British Educational Suppliers Association
- British Schools in the Middle East
- Council of British International Schools
- Elklan
- ELSA
- ISC Research
- The British Psychological Society Testing Centre
- LLSE
- Middlesex University
- nasen
- Teach First
- The Educational Collaborative for International Schools
- The Federation of British International Schools in Asia



Scan to visit  
our free  
courses



# Tour our online campus

## Learn on-demand and face-to-face

Real Training's custom-built learning environment, Campus Online, gives you the flexibility and freedom to learn anywhere and at any time convenient to you. You can access course materials, resources, discussion forums, and tutor feedback, all in one place.

The screenshot shows the Campus Online interface. At the top, there are navigation links: Campus Online, Help, Campus Buzz, Progress, Forums, Dashboard, Module: Dyslexia: Leadership and Intervention Skills & Knowledge, Library, Notebook, Discussions, and Messages. A 'Keep your work here' button is highlighted. On the right, there's a sidebar for 'Tutor feedback' showing a profile for Julie Cozens (Real Training Tutor) and a note that a tutor has not yet been allocated. The main area shows a 'Module page' for 'Dyslexia: Leadership and Intervention Skills & Knowledge'. It includes an 'Overall progress' bar at 0%, a 'Collaborative activities' section with a sub-section 'Learning Experience 1.1 Identify colleagues and learners for your consultations', and a 'Access sample assignments, videos and bespoke resources' button. There are also 'Latest comments' and 'Report a problem' sections.

Our live online courses, including CCET and AAC Intensives, offer real-time tutor interaction through our integrated Campus Live platform which is powered by Adobe Connect.

The screenshot shows a video call interface. On the left, a poll is displayed with the question 'Does your testing always meet the following criteria?'. The options are: Is it purposeful? (orange square), Does it involve a process? (orange square), Does it identify strengths and weaknesses? (orange square), Is it hypothesis driven? (orange square), and Does it include the learner & the environment? (orange square). Below the poll, a message says 'Now discuss why you test and identify any challenges to your practice or the practice of your institution'. On the right, a video feed shows a woman in a white top, and at the bottom, there's a grid of smaller video feeds representing other participants.

### Feedback from our delegates

Campus Online provides a clear route through learning experiences, excellent access and direction towards resource materials and the possibility to communicate with fellow students."

Alexandra W, CPT3A

"Real Training offer the best online learning platform I have ever experienced."

Anthony C, NASENCO

"Campus Online is a fantastic way to enable you to fit learning around your other commitments."

Delia C, CCET

"The software allowed for a lot of familiar conference experiences e.g. breaking into smaller groups. I like the video format of seeing the presenter but not everyone else all the time."

Toni B, CCET Intensive

"Campus Online was by far the easiest online facility to use."

Sean L, NASENCO

"Feedback and opportunity to work in a group despite being online was great! Really insightful to have the discussion with everybody and learn about the realities of each and everyone."

Beryl, CCET Intensive



**"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)

