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| **SASC** | | **SpLD Assessment Standards Committee [SASC]** | | | |
| **Course Approval Checklist**  Each numbered section is explained more fully in the Guidance note under Evidence Needed for Approval | | | | | |
| **For attention of Centre Submission** | | | | **To be completed by  SASC evaluation team** | |
| **Criteria**  ***For detailed requirements see pages 2-4 of SASC Guidance on Approval*** | **Recommended sources of evidence** | | **Location of Evidence** | **Comments** | **Criteria confirmed as met** |
| 1. **Course content**   **(i) syllabus**  **(ii) learning objectives** | **Syllabus – detailed lecture programme to clarify time allotted to various topics including**   * + - * 1. details of how development of practical skills in assessment and reporting are embedded in the course         2. details of how the course ensures the acquisition of appropriate skills for a candidate to operate as an SpLD assessor at an independent level   Specific Learning Difficulties  Definition  Aetiology  Relationship to learning and teaching  Other SpLDs and their co-occurrence with dyslexia  Assessment   * + - * 1. description of the extent and nature of assignments         2. details of time allocation – It is expected that training should provide, as a minimum, 60 hours lectures, seminars and guided learning hours plus private study time, including 12 hours of lectures and seminars to be devoted to study of psychometric testing.   **Learning objectives** | |  |  |  |
| **2. Personnel** | CV’s of staff | |  |  |  |
| **3. Candidate support** | How this is supported in your organisation | |  |  |  |
| **4. Arrangements for formative and summative assessment** |  | |  |  |  |
| **5. External validation** | Details of external validating body and of external moderation, with evidence that these are in place | |  |  |  |
| **6. Record keeping** | To include proformas on which to record the observed assessments and track progress | |  |  |  |
| **7. Resources** | Resources to support learning - e.g. reading lists and bibliography of reference materials | |  |  |  |
| **8. Examples of good practice in assessment** |  | |  |  |  |
| **9. Permission for access to course work**. |  | |  |  |  |
| **10. Confirmation that the requisite items are covered by the institution’s quality assurance and internal procedures** |  | |  |  |  |

**Learning Objectives:**

**Upon successful completion of the course, participants should**

* + - * 1. understand the nature of specific learning difficulties and be able to identify learners with SpLD
        2. demonstrate an understanding of the cognitive and affective issues observed in learners with SpLD
        3. understand the principles, theory and application of psychometric and educational assessment
        4. be able to identify appropriate methods and materials for screening and in-depth assessment of individual needs, based on an understanding of current theory
        5. know how to administer tests correctly and interpret resulting data accurately
        6. have demonstrated the ability to produce professional reports written in a language easily accessible to non-specialists
        7. integrate results from a range of assessment findings to draw conclusions
        8. be able to make teaching and learning recommendations that are directly linked to assessment findings and to the individual’s needs
        9. understand current legal and professional issues, rules and regulations affecting individuals with SpLD
        10. be able to complete relevant forms and reports to meet varied individual needs
        11. understand all aspects of processing documentation and managing special arrangements for learners with SpLD
        12. have demonstrated the ability to communicate effectively findings and implications of any assessments to relevant individuals both orally and in writing as required, with due regard for building a positive framework
        13. have developed self-reflective practice.

**Course providers will need to ensure that each candidate provides evidence of having met the above learning objectives and providers should use this checklist form to indicate where that information can be found.**

**This evidence is not restricted to, but must include**

1. evidence of independent, practical application of above skills
2. evidence of understanding of the theory underpinning assessment and the use of standardised tests including verbal and non-verbal reasoning, attainment, cognitive processing.
3. evidence of practical skills in conducting assessments comprising a minimum of:
   1. 3 assessment reports, stemming from 3 different assessments and demonstrating a range\* of assessment experience
   2. assessment plans and working papers relating to the 3 assessment reports submitted.
   3. tutors’ or mentors’ reports on 3 assessments carried out under supervision, one of which is observed (video/dvd evidence acceptable). Summative reports to be marked using SASC APC Report criteria and marking scheme:   
      <https://sasc.org.uk/assessment-practising-certificate/>
4. evidence of the candidate’s ability to evaluate and modify own practice.

\*range could include:   
different tests, age ranges, levels of ability, purposes of assessment, cognitive profiles (e.g. Access, DSA, parental information, Local Authorities, schools, workplace).

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| **Office Use Only:** | | Date application rec'd |  | |
| General comments and any recommendations for action by centre | | | | |
| If not approved, clear action plan for approval. | | | | |
| Date returned to centre | | | |  |
| Date of approval | Signatories | | | |