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# **Criteria for Inclusion on its list of Assessors**

## **QUALIFICATIONS**

If you are a ‘SpLD/Dyslexia Specialist’ we would expect you to hold an approved, Post Graduate, Level 7 or equivalent qualification in SpLD/Dyslexia (see further information here: <https://sasc.org.uk/approved-spld-qualifications/>. Courses, which meet the criteria for the AMBDA or Assessment Practising Certificate (APC) awards will usually meet our qualification requirements.

We happily accept different classifications of Psychologists on our list e.g. Educational, Clinical, Occupational.

## **ACCEPTED PROFESSIONAL BODIES**

If you are not a member of a professional body (see below) you will not be eligible to join our list. If you do not maintain your membership, you will be removed from our list.

For Specialist Dyslexia Assessors (Full/Associate membership of any of the following):

* Dyslexia Guild
* Professional Association of Teachers of Students with SpLDs (PATOSS).
* British Dyslexia Association

For Psychologists:

* HCPC (required)
* BPS (optional)

## **C.V. AND REPORTS**

Dyslexia Scotland would like to see your C.V. This should include details about how you have kept your assessment practice current. We also require anonymised assessment reports for the age groups that you plan to assess. This applies to both Dyslexia Specialists and Psychologists.

## **ASSESSMENT REPORTS**

The SpLD Assessment Standards Committee (SASC) has produced two report proforma; [one for Pre-16s and one for](https://sasc.org.uk/SASCDocuments/FINAL%20Pre-16%20Years%20Diagnostic%20Assessment%20Report%20Format%20-Word.docx) Post-16s. Dyslexia Scotland would encourage SpLD/Dyslexia Specialists to use these templates to produce reports in a recognised and standardised way. You can download them from the SASC website: <https://sasc.org.uk/assessment-guidance/assessment-report-formats/>. This is aimed at Dyslexia Specialists but Psychologists may also find the report proformas of interest/use too.

## **KEEPING IT CONTEXTUAL AND HOLISTIC**

Standardised assessments on their own may not provide a fully holistic or contextualised assessment. Therefore, Dyslexia Scotland encourages all Assessors to engage with clients’ other social environments e.g. the school, their college, the workplace, their life etc. You will find the SASC report proforma allows for the collection of this more qualitative information.

## **ASSESSMENT RESOURCES**

SASC has a list of recommended valid and reliable assessments tools for Dyslexia Specialists. Psychologists may incorporate these too. These can be found on the SASC website: <https://sasc.org.uk/assessment-guidance/test-lists/>. The resources guidance should be read in conjunction with other supporting documents e.g., identifying dyscalculia or dyspraxia. You will find this guidance on the SASC downloads page.

## **INSURANCE**

You should have insurance in place to cover your assessment service. If you do not have any specific insurance in place, your professional body can generally offer you preferential rates.

## **PVG/DBS**

You should ensure you have a current PVG/DBS covering the age groups with whom you intend to work.

## **WORKING IN SCOTLAND**

Assessors are expected to have an in-depth understanding of the Scottish education system, including school, Further Education/Higher Education (FE/HE) and workplace practices. Since Scotland's systems and legislation differ significantly from those in the rest of the U.K., it is crucial that assessors are aware of, and account for, these differences. If you cannot demonstrate relevant, up-to-date knowledge and experience, and your reports do not align with the Scottish perspective, we may be unable to include you on the list.

To explore identification, assessment, support, and monitoring of literacy and dyslexia in Scottish schools, as well as to register for Dyslexia Scotland's three free modules, visit: http://addressingdyslexia.org.