

OCN Level 5
The Dyslexia Award: Specialist in
Group Interventions for Learners with
Dyslexia/Specific Learning Difficulties



Aim of the Course

Is to provide a short practical training programme, focusing on understanding and supporting groups of learners with dyslexia and/or specific learning difficulties, taught through a range of videos, cartoons, activities and power points. It was developed in response to demand from teachers/SENDCos for a shorter course on dyslexia to be available as an alternative to the Level 5 Specialist Teacher Diploma.

This online course will take approximately 120 hours to complete over 6 – 9 months and will give the candidates 12 Level 5 credits.

Target Group

This qualification is designed to provide a route for continued professional development for teachers and other professionals working within one phase of educational provision – primary, secondary or adult who support learners with specific learning difficulties in literacy and numeracy acquisition.

The target group is likely to include:

- Classroom teachers and learning support staff in schools
- Learning support tutors and trainers in FE and/or basic skills training
- Qualified teachers who work as independent practitioners
- Learning support tutors in HE Institutions
- Speech and Language Therapists and other health professionals working in an educational setting
- Chartered/graduate psychologists

The course offers an interactive experience, the content of which is delivered through:

- Reading materials/resources
- Lectures
- PowerPoints
- Videos
- Demonstration lessons
- Cartoons

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Candidates are further supported by a personal tutor, who will provide individual feedback to give advice on how to extend or improve practice, challenge candidates' thinking, or to offer additional opportunities for reflection.

Entry Requirements

These qualifications are designed primarily for teaching assistants, teachers and other professionals who hold recognised professional qualifications. Candidates should possess an appropriate level of learning support experience and should have unrestricted access to appropriate technology, a printer, internet access, teaching resources and assessment practice.

It is anticipated that candidates will have a high level of skill and be working at or above the equivalent of Level 3 in the following key skill areas: literacy, numeracy, ICT, working with others, improving own learning and problem solving.

Course Units

The Dyslexia Award comprises 4 units, of which candidates must complete three to complete the qualification. Units 1 and 2 are compulsory, with a choice between units 3 and 4.

- Unit 3 is appropriate for TAs, teachers etc. as it is the practical teaching element, whereas
- Unit 4 is designed for Senior Managers who wish to monitor whole school provision for learners with dyslexia/SpLD.

This course trains candidates to support learners of all ages and into adulthood, in 1:1 and group settings

UNITS OF WORK:

Unit 1: (compulsory) Understanding the Context of Provision for Learners with Dyslexia/Specific Learning Difficulties
Learning Outcome:

- Candidates will understand well-established perspectives relating to the context of provision for learners with dyslexia/specific learning difficulties (SpLD)

Assessment Criteria:

- Critically analyse the key issues relating to the concepts of dyslexia/SpLD
- Analyse models of literacy acquisition
- Analyse the characteristics of inclusive educators, learning environments, and educational institutions.

Unit 2: (compulsory) Assessing learners with Dyslexia/Specific Learning Difficulties in Preparation for Teaching Interventions.

Learning Outcomes: Candidates will

- Understand the use of principles of assessment
- Understand the potential barriers to learning for learners with dyslexia/SpLD in relation to assessment
- Understand how to prioritise assessment data for use in comparing approaches in learning support for learners with dyslexia/SpLD
- Understand how to assess the needs of individual learners with dyslexia/SpLD and prepare an intervention

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- Understand how to assess individual learners with dyslexia/SpLD to inform interventions

Assessment Criteria: The candidate can

- Evaluate the principles of assessment in relation to their use for learners with dyslexia/SpLD
- Evaluate how the following can act as potential barriers to learning for dyslexia/SpLD and how they can be assessed
 - Speech and language skills
 - Phonological awareness
 - Phonics and non-words
 - Single word reading
 - Reading miscue and reading profile
 - Writing
 - Spelling
 - Memory
 - Self-esteem
 - Neurodiversity and dyspraxia
- Analyse assessment data to identify priorities in the practical approach to the support of learners using given case studies
- Collate and analyse information from questionnaires and background summaries for individuals with dyslexia/SpLD to inform an assessment and intervention plan.
- Assess individual learners with dyslexia/SpLD to inform intervention programmes
- Analyse the data from assessments to identify gaps in individual learning
- Analyse assessment data to prioritise learners' needs.

Unit 3: (optional) Group Interventions for Learners with Dyslexia/Specific Learning Difficulties

Learning Outcomes: Candidates will

- Understand the principles of effective intervention when working with learners with dyslexia/SpLD
- Understand how to plan an intervention programme for learners with dyslexia/specific learning difficulties (SpLD).
- Be able to collaborate with individuals who are working with learners with dyslexia/SpLD.
- Be able to deliver a planned group intervention programme.
- Be able to evaluate a planned group intervention for learners with dyslexia/SpLD.
- Know how to inform subsequent interventions for learners with dyslexia/SpLD.

Assessment Criteria: Candidates can

- Summarise the principles of effective intervention
- Critically evaluate a published or informal intervention used in the candidate's setting
- Develop a grid, setting out short-term targets for a specific intervention programme which will support a learner's learning needs.
- Develop six individual lesson plans within the programme, using SMART targets
- Communicate the content of an intervention programme and its implications to those involved in the education of individuals with dyslexia/SpLD
- Carry out a planned group intervention programme of teaching and learning
- Evaluate own performance when delivering lessons in terms of teaching methods and teaching resources used.
- Evaluate the lesson in terms of the learners' progress in relation to SMART targets set
- Use evaluation data to adapt and extend the existing intervention programme to create a block of learning support for subsequent interventions for learners with dyslexia/SpLD

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Unit 4: (optional) Understanding the Quality Assurance of a Provision for Learners with Dyslexia/Specific Learning Difficulties

Learning Outcomes: Candidates will

- Be able to demonstrate the impact of legal, national and local requirements for learners with dyslexia/specific learning difficulties (SpLD).
- Be able to conduct an effective audit of a provision for learners with dyslexia/SpLD.
- Know how to analyse audit data to inform best practice for a provision for learners with dyslexia/SpLD.
- Be able to develop and prioritise SMART targets for a setting development plan for learners with dyslexia/SpLD.
- Understand how to use the data from the evaluation of a setting development plan.

Assessment Criteria: The candidate can

- Demonstrate how a candidate's setting should comply with legal, national and local requirements for learners with dyslexia/SpLD
- Conduct an effective audit using given resources for a provision for learners with dyslexia/SpLD
- Analyse audit data to identify best practice for a provision for learners with dyslexia/SpLD
- Develop SMART targets for a 'setting development plan' for learners with dyslexia/SpLD
- Prioritise the next steps to create SMART targets
- Evaluate a 'setting development plan' in terms of best practice in a specific setting
- Use the evaluation to adapt and extend the 'setting development plan' in order to create the subsequent plan.

The qualification offers built in progression opportunities towards further qualifications:

- Level 5 Teaching Learners with Dyslexia/Specific Learning Difficulties Diploma
- Level 7 Postgraduate Award in the Proficiency of Access Arrangements
- Level 7 Teaching and Assessing Learners with Dyslexia/Specific Learning Difficulties