

OCR Level 5

Diploma in teaching Learners with Dyslexia/Specific Learning Difficulties



Entry Code: 10218

The Course

This qualification has been developed to recognise candidates' skills, knowledge and understanding of the Special Educational Needs sector and their ability to deliver effective teaching sessions to learners with dyslexia/specific learning difficulties.

Candidates will learn about legislation relating to Special Educational Needs, understand the importance of assessments by specialist educators and how to assess the needs of individuals. They will also be able to plan, teach and evaluate learning programmes for individuals with dyslexia/specific learning difficulties/literacy difficulties.

This qualification is designed to provide a route for continued professional development for teachers and other professionals such as learning support staff in schools and learning support tutors and trainers in further education.

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 Institution
- Speech and Language Therapists and other health professionals working in an educational setting

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- Chartered/graduate psychologists

Entry Requirements

These qualifications are designed primarily for qualified practising and experienced teachers and other professionals who hold recognised professional qualifications. Although OCR promotes open access to all qualifications, in practice, candidates who do not have a professional background in providing learning support may find it difficult to access opportunities to generate the full range of evidence required to achieve the full qualification.

Candidates should possess an appropriate level of learning support experience and should have unrestricted access to appropriate teaching 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.

Progression

Candidates will be able to progress to the OCR Level 7 Diploma in Assessing and Teaching Learners with Specific Learning Difficulties (Dyslexia). They will also be able to progress to MEds and other higher level qualifications in education.

Unit 1 Understanding Special Educational Needs policy and context in relation to dyslexia/specific learning difficulties

Element 1 Understand Special Educational Needs national legislation, policies and procedures in the context of dyslexia/specific

learning difficulties

- Explain national legislation, policies and procedures for Special Educational Needs with particular reference to dyslexia/specific learning difficulties

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- Explain the impact of the implementation of national legislation, policies and procedures for Special Educational Needs on individuals
- Analyse how national legislation, policies and procedures for Special Educational Needs affect own practice

Element 2 Understand how national Special Educational Needs legislation is implemented locally

- Explain how national legislation is implemented through local policies and procedures
- Explain responsibilities of personnel in an educational or training setting including:
 - statutory responsibilities
 - administrative responsibilities

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Element 3 Understand the importance of assessments by specialist educators

- Identify specialist educators
- Evaluate how assessment reports by specialist educators could inform the planning of teaching and learning programmes

Element 4 Understand how to work within professional and ethical frameworks

- Describe expected ethical standards and professional practice in assessment
- Explain why ethical standards and professional practice are necessary in assessment

Unit 2 Assessing the needs of individuals with dyslexia/specific learning difficulties

Element 1 Be able to assess need for referral of individuals with dyslexia/specific learning difficulties

- Analyse information collected in relation to individuals' background, with reference to dyslexia/specific learning difficulties literature
- Evaluate need for individuals' referral based on background information including
- indications of dyslexia/specific learning difficulties
 - development
 - stage of education
 - current setting

Element 2 Be able to assess literacy and numeracy skills of individuals experiencing difficulties associated with dyslexia/specific learning difficulties

- Justify selection of assessment methods and resources appropriate to individuals':
 - age
 - ability
 - presenting characteristics
- Assess individuals' skills in areas associated with dyslexia/specific learning difficulties

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Element 3 Be able to interpret test results and observations of individuals' behaviour and responses during assessment

- Analyse test results
- Interpret observations of individuals' behaviour and responses during assessment

Element 4 Be able to match outcomes of assessment to expected standards

- Compare profiles of individuals' attainments against expected standards and patterns associated with dyslexia/specific learning difficulties
- Draw interim conclusions to inform a learning programme for learners with dyslexia/specific learning programme

Unit 3 Planning and teaching learning programmes for individuals with dyslexia/specific learning difficulties

Element 1 Be able to plan lessons for individuals with dyslexia/specific learning difficulties at different stages of education in one-to-one and/or group settings, based on previous background information and assessment data

- Identify learning support needs for individuals, including:
 - long-term aims
 - short-term targets
- Identify objectives for lessons
- Justify selection of commercially produced resources for use in lessons
- Develop own resources for use in lessons
- Justify teaching methodologies for teaching individuals with dyslexia/specific learning difficulties

Element 2 Be able to communicate planned programmes and their implications to others involved in the education of individuals

- Identify others involved in the education of individuals with dyslexia/specific learning difficulties
- Justify elements of teaching and learning programmes to others
- Explain implications for classroom practice

Element 3 Be able to deliver Special Educational Needs learning programmes

- Implement teaching and learning activities
- Develop opportunities for individuals to practice new skills
- Promote the implementation of skills in other situations

Element 4 Be able to encourage individuals with dyslexia/specific learning difficulties to learn independently

- Identify resources and sources of support for independent learning
- Introduce techniques and resources for independent learning to individuals
- Introduce techniques for self-evaluation to individuals

Unit 4 Evaluation of teaching and learning programmes for individuals with dyslexia/specific learning difficulties

Element 1 Be able to evaluate own lessons for individuals with dyslexia/specific learning difficulties at different stages of education in one to-one and/or group settings

- Evaluate lessons, including:
 - own performance
 - teaching methods
 - teaching resources

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- Evaluate the progress of individuals with dyslexia/specific learning difficulties against SMART lesson targets

Element 2 Be able to evaluate the progress of individuals with dyslexia/specific learning difficulties at different stages of education against programme target

- Evaluate individuals' progress against short-term SMART programme targets
- Evaluate individuals' progress against long-term needs
- Critically compare the progress of individuals at different stages of education

Element 3 Understand factors influencing the outcomes of teaching and learning programmes for individuals with dyslexia/specific learning difficulties at different stages of education

- Explain influence of individuals' situations on outcomes of teaching and learning programmes
- Critically review effectiveness of own teaching between different programmes
- Analyse effectiveness of chosen resources in different programmes

Element 4 Be able to use evaluation to inform subsequent teaching and learning programmes for individuals with dyslexia/specific learning difficulties at different stages of education

- Use evaluation to modify teaching and learning programmes for subsequent blocks of learning support
- Justify modifications to the proposed teaching and learning programme