

## OCR Level 7

# Diploma in teaching and Assessing Learners with Dyslexia/Specific Learning Difficulties



**Entry Code: 10219**

### **Aim of the Course**

OCR Level 7 Diploma in Teaching and Assessing Learners with Dyslexia/Specific Learning Difficulties has been developed to recognise candidates' skills, knowledge and understanding as Specialist Teachers and their ability to carry out diagnostic assessments, write reports and deliver effective teaching sessions to learners with dyslexia and other learning difficulties affecting literacy and numeracy.

### **Target Group**

This qualification is designed to provide a route for continued professional development for teachers/trainers who have responsibility for Specific Learning Difficulties (SpLD) across an age phase/centre and who are involved with advising and supporting classroom teachers.

The target group is likely to include:

- Specialist and Advisory teachers
- SENCOs/Inclusion Managers, Learning Support tutors and managers
- Speech and Language therapists and other professionals working in an educational setting

This qualification is designed to meet the needs of qualified teachers who not only teach learners who have specific learning needs but also provide formal diagnostic assessment reports based on the use of standardised assessment tests. They have a broader role which involves providing advice to others with regard to appropriate teaching programmes for the individuals they have assessed.

The Level 7 Diploma is designed to accredit skills and knowledge at Level 7 of the National Qualifications Framework. This Level 7 Diploma provides continuing professional development building on the skills acquired in Level 5 with a major focus on assessment of learners with Specific Learning Difficulties. The Diploma is designed to allow teachers to broaden their knowledge and understanding of Specific Learning Difficulties through extended research.

The Level 7 Diploma also appears on JCQ's list of 'Approved qualifications for the provision of supporting evidence on behalf of examination candidates with learning difficulties' for e.g. GCSE.

## OCR Level 7

# Diploma in teaching and Assessing Learners with Dyslexia/Specific Learning Difficulties



### Entry Code: 10219

This means that candidates who achieve the qualification are able to provide reports and evidence for learners requiring special arrangements for examinations and assessments.

### Entry Requirements

This qualification is suitable for those who are involved or wish to be involved in assessment of pupils and advising and supporting classroom teachers and learning support assistants in teaching programmes.

Candidates should possess an appropriate level of learning support experience and should have a relevant qualification at Level 5 or its equivalent. It is anticipated that Candidates will already have a high level of skill and be working at or above the equivalent of Level 5 in the following key skill areas: literacy, numeracy, ICT, working with others, improving own learning and problem solving.

Candidates who have completed an OCR Level 5 Certificate/Diploma within the last 3 years (as per OCR's specification) may have exemption from Units 4 and 5 (20 hours teaching practice) through accreditation for prior learning.

In exceptional circumstances, candidates with extensive and highly specialised training and experience in SpLD may be considered for a place on Level 7 Diploma, even though they do not have a Level 5 qualification. Further charges will apply for units 4 and 5 in such cases, and will be decided on an individual basis.

If a potential candidate feels that s/he already has this level of extensive and highly specialised training and experience in SpLD, then s/he should submit a detailed CV (including clear details of this extensive and specialised training/experience) with the application, after which an interview date will be given. In order to ascertain a candidate's suitability in such circumstances, evidence of previous coursework/assignments may be requested. Candidates are advised that there is a requirement for significant independent study and research, in their own time and throughout the course, to provide the evidence for Units 4 and 5.

### Progression

Candidates will be able to progress to MEds and other higher level qualifications in education.

## OCR Level 7

# Diploma in teaching and Assessing Learners with Dyslexia/Specific Learning Difficulties



**Entry Code: 10219**

Candidates will also be able to progress to job roles which require the ability to:

- carry out diagnostic assessments for specific learning difficulties (dyslexia) and write assessment reports on learners. educational needs, to inform LEAs, other professionals, learners and parents/carers
- carry out assessments and write reports on learners. special assessment needs for schools, colleges, LEAs and awarding bodies
- take an advisory role with regard to formulating and implementing school/college policies for both inclusion and effective teaching of learners with specific learning difficulties.

The course consists of 6 units:

### **Unit 1 Understand theoretical concepts for teaching individuals with dyslexia/specific learning difficulties**

#### **Element 1 Understand theoretical concepts for teaching individuals with dyslexia/specific learning difficulties**

- Explain how dyslexia/specific learning difficulties can be defined
- Analyse theoretical models of dyslexia/specific learning difficulties

#### **Element 2 Understand theoretical concepts underpinning the teaching of individuals with dyslexia/specific learning difficulties**

- Analyse theoretical concepts underpinning the teaching of individuals with dyslexia/specific learning difficulties
- Critically evaluate perspectives of sector experts on teaching methodologies relating to dyslexia/specific learning difficulties
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#### **Element 3 Be able to present information on theoretical concepts to other professionals**

**Entry Code: 10219**

- Present own reflections on theoretical concepts underlying dyslexia/specific learning difficulties
- Present own reflections on teaching individuals with dyslexia/specific learning difficulties to other professionals

**Unit 2 Understanding psychometric and educational assessment methods in the context of dyslexia/specific learning difficulties**

**Element 1 Understand how patterns associated with dyslexia/specific learning difficulties are reflected in the results of intelligence tests**

- Explain concepts of intelligence
- Explain how intelligence is measured
- Describe expected patterns of scores associated with dyslexia/specific learning difficulties in IQ tests

**Element 2 Understand types of assessment procedures available to assess for the presence of dyslexia/specific learning difficulties**

- Analyse assessment procedures including
  - standardised tests
  - diagnostic tests
- Explain information given in test manuals, including
  - technical terminology
  - statistical data

**Element 3 Understand the importance of selecting appropriate published tests and assessment procedures for dyslexia/specific learning difficulties**

- Critically compare tests and procedures for use in assessing:
  - literacy attainments
  - numeracy attainments

## OCR Level 7

# Diploma in teaching and Assessing Learners with Dyslexia/Specific Learning Difficulties



### Entry Code: 10219

- attributes associated with dyslexia/specific learning difficulties
- Analyse impact of intrinsic and extrinsic factors on test performance
- Justify selection of tests and assessment procedures to suit specific assessment situation

### **Element 4 Understand how to work within professional and ethical frameworks in relation to assessment**

- Analyse expected ethical standards and professional practice in assessment
- Explain how tests to determine the presence of dyslexia/specific learning difficulties are administered within a professional and ethical framework

### **Element 5 Understand how to interpret quantitative and qualitative outcomes of assessments**

- Describe expected patterns of scores and outcomes from assessments associated with dyslexia/specific learning difficulties, including
  - attainment tests
  - diagnostic assessments
- Explain relationships between quantitative data and qualitative information obtained from assessments
- Evaluate benefits of quantitative data and qualitative information obtained from assessment

### **Unit 3 Assessing individuals for dyslexia/specific learning difficulties**

#### **Element 1 Be able to judge appropriate courses of action following referrals for individuals experiencing difficulties in learning**

- Analyse factors underpinning referrals
- Identify courses of action
- Justify courses of action

#### **Element 2 Be able to design assessment sessions based on background information for individuals experiencing difficulties in learning**

## OCR Level 7

# Diploma in teaching and Assessing Learners with Dyslexia/Specific Learning Difficulties



### Entry Code: 10219

- Justify design of assessment sessions to suit the needs of individuals, including:
  - assessment procedures
  - resources

### Element 3 Be able to apply regulations and guidance regarding access arrangements for examinations for individuals with learning difficulties

- Justify selection of assessment tests to provide information necessary for access arrangement applications
- Justify recommendations for access arrangements for individuals with dyslexia/specific learning difficulties

### Element 4 Be able to conduct assessment sessions

- Implement assessment for individuals with dyslexia/specific learning difficulties

### Element 5 Be able to interpret outcomes of assessment

- Interpret individuals' performance in standardised tests using test manuals
- Compare profiles of individuals' attainments against expected standards
- Analyse outcomes of the assessment process to determine the nature and extent of individuals' learning difficulties

### Element 6 Be able to communicate outcomes of assessment for individuals with dyslexia/specific learning difficulties to others involved in individuals' education

- Justify outcomes of assessment to others involved in individuals' education
- Apply procedures for maintaining records of discussions and feedback
- Review and revise recommendations based on feedback

**Entry Code: 10219**

**Unit 4 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

## OCR Level 7

# Diploma in teaching and Assessing Learners with Dyslexia/Specific Learning Difficulties



**Entry Code: 10219**

- Introduce techniques and resources for independent learning to individuals
- Introduce techniques for self-evaluation to individuals

### **Unit 5 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
- 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



## OCR Level 7

# Diploma in teaching and Assessing Learners with Dyslexia/Specific Learning Difficulties



Entry Code: 10219

### **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

### **Unit 6 Relating theoretical and methodological perspectives to practice in the context of dyslexia/specific learning difficulties**

#### **Element 1 Be able to conceptualise complex issues arising from own professional practice as a focus for further investigation**

- Critically analyse own area of work in relation to complex issues
- Justify prioritisation of issues identified

#### **Element 2 Understand different theoretical and methodological perspectives and how they affect the area of study or work**

- Critically evaluate literature/information relating to issues identified in own practice

#### **Element 3 Be able to develop strategies to address complex issues**

- Identify potential solutions
- Assess feasibility of solutions
- Justify proposed solution

#### **Element 4 Be able to manage the implementation of planned strategies**

- Manage discussions on planned strategies
- Identify how to monitor progress of planned strategies
- Implement monitoring processes for planned strategies

**OCR Level 7**

**Diploma in teaching and Assessing  
Learners with  
Dyslexia/Specific Learning Difficulties**



**Entry Code: 10219**

- Review results/feedback from monitoring processes adopted

**Element 5 Be able to evaluate effectiveness of own practice in responding to complex issues**

- Critically evaluate solutions adopted
- Critically reflect upon own effectiveness as a practitioner responding to complex issues