

QUALIFICATION SPECIFICATION



Access to HE

Apprenticeships

Digital

Employability & Enterprise

English & Maths

ESOL

Personal & Social Development

Professional Development

Vocational

Teaching and Assessing Learners with Dyslexia (Level 5 – Level 7)

This qualification specification covers the following qualifications:

Qualification Number	Qualification Title
603/4630/9	Gateway Qualifications Level 5 Diploma in Teaching Learners with Dyslexia, Specific Learning Differences and Barriers to Literacy
603/4631/0	Gateway Qualifications Level 7 Diploma in Assessing and Teaching Learners with Dyslexia, Specific Learning Differences and Barriers to Literacy

Version and date	Change detail	Section/Page Reference
5.0 (May 2024)	Amendments to Approved Teacher Guidance, Method of Assessment, Assessment and Other Useful Websites	Pages 11,16,21,43,83 and 84
4.0 (Nov 2022)	Changed back cover and removed address Funding section updated	Page 23 Page 12
3.0 (Dec 2020)	Amendments to Prior qualifications section and Additional requirements/guidance	2.2; and 2.6
2.0 (Jan 2020)	Updated re BDA accreditation.	1.1
2.0 (Jan 2020)	New section added as 1.3 (remaining sections renumbered), Approved Teacher Status – British Dyslexia Association	1.3
2.0 (Jan 2020)	Qualification structure updated with additional information from the BDA	Page 16
2.0 (Jan 2020)	RPL details updated	3.3
2.0 (Jan 2020)	Tutor requirements updated regarding delivery of specialist units	4.3
2.0 (Jan 2020)	Additional indicative content –, Learning Outcome 4 to include Knowledge of major theories related to dyslexia and barriers to learning	Unit 1(L5)
2.0 (Jan 2020)	<ul style="list-style-type: none"> Additional indicative content Learning Outcome 1 to include Specialist teaching methods must be structured, sequential, cumulative and multisensory Additional evidence requirements for Learning Outcomes 1, 2, 3 and 4 relating to British Dyslexia Association accredited course criteria 	Unit 3 (L5) Unit 4 (L7)
2.0 (Jan 2020)	<ul style="list-style-type: none"> Additional indicative content to Learning Outcome 2 to include Impact of structured, sequential, cumulative and multi-sensory approaches Additional indicative content to Learning Outcome 6 to include Importance of differentiation being used where required in the classroom. Additional evidence requirements for Assessment Criteria 5.3 to include “It must be written in language accessible to a wide variety of readers.”. 	Unit 4 (L5) Unit 5 (L7)
2.0 (Jan 2020)	Additional indicative content and evidence requirements for Learning Outcomes 3 and 6 to include Reports must be written in language accessible to a wide variety of readers. NB – Reports must be written in the current SASC format as well as following SASC criteria for evaluation.	Unit 3 (L7)
2.0 (Jan 2020)	Resources and publication list revised	Appendix 2

1.0 (May 2019)

n/a

n/a

About this qualification specification

This qualification specification is intended for tutors, assessors, internal quality assurers, centre quality managers and other staff within Gateway Qualifications recognised centres and/or prospective centres.

It sets out what is required of the learner (candidate for the purposes of this qualification) in order to achieve the qualification. It also contains information specific to managing and delivering the qualification(s) including specific quality assurance requirements.

The specification should be read in conjunction with the Gateway Qualifications Centre Handbook and other publications available on the website which contain more detailed guidance on assessment and verification practice.

In order to offer the qualification/s within this specification you must be a Gateway Qualifications recognised centre and be approved to deliver the qualifications.

If your centre is not yet recognised and/or not yet approved to deliver the qualification, please contact our Development Team:

Telephone: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

Website: www.gatewayqualifications.org.uk/advice-guidance/delivering-our-qualifications/become-recognised-centre/

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1. Qualification Information

1.1. About the qualifications

The qualifications have been approved by the Office of Qualifications and Examinations Regulation (Ofqual) that regulates qualifications, examinations and assessments in England and Qualifications Wales, the regulator of non-degree qualifications and the qualifications system in Wales.

Gateway Qualifications has worked with the British Dyslexia Association (BDA) to ensure that these qualifications can be used by learners to gain the relevant BDA status on successful achievement of the qualification, subject to conditions of delivery and teaching practice being met. Please see **Section 1.3 [Approved Teacher Status – British Dyslexia Association](#)**

Aims

These qualifications provide opportunities for candidates to:

- develop skills
- gain underpinning knowledge and understanding
- demonstrate competence in the workplace
- provide progression to higher education
- improve employability
- continue professional development.

The Level 5 Diploma aims to:

- develop candidates' understanding of specific learning differences and barriers to literacy (dyslexia) affecting learning and cognition
- develop candidates' understanding of the context of learning and of the national and regional policies which affect SEND policies and provision within their own workplace
- develop candidates' ability to identify and assess the needs of learners with specific learning differences and barriers to literacy, using observation and evidence-based assessment
- develop candidates' ability to plan, deliver, review and evaluate effective teaching programmes for learners with specific learning differences and barriers to literacy, both in individual and small group settings
- plan, deliver and evaluate programmes which include both literacy and numeracy, and to understand how difficulties with language and literacy will affect the development of numeracy skills
- develop candidates' ability to work with others in supporting learners with specific learning differences
- develop candidates' professional values and commitment to professional standards.

The Level 7 Diploma aims to:

- develop candidates' ability to identify and assess the needs of learners with specific learning differences and barriers to literacy, using observation and evidence-based assessment and standard tests

- develop candidates' ability to write assessment reports and teaching programmes to inform and advise other professionals on learners with specific learning needs
- write assessment reports to advise external bodies (e.g. awarding organisations and Local Authorities) with regard to learners' specific assessment needs
- develop candidates' professional values and commitment to professional standards
- develop candidates' understanding of a range of specific learning differences and barriers to literacy affecting learning and cognition
- develop candidates' ability to plan, deliver, review and evaluate effective teaching programmes for learners with specific learning differences and barriers to literacy, both in individual and small group settings
- plan, deliver and evaluate programmes which include both literacy and numeracy, and to understand how difficulties with language and literacy will affect the development of numeracy skills
- develop candidates' ability to work with others in supporting learners with specific learning differences and barriers to literacy
- develop candidates' theoretical understanding of specific learning differences and barriers to literacy with reference to international research.

1.2. Objective

These qualifications are designed to provide a route for continued professional development for teachers and other professionals working within one phase of educational provision – primary or secondary education or adult learning who support learners with dyslexia and/or specific learning differences and barriers to literacy and numeracy acquisition.

1.3. Approved Teacher Status – British Dyslexia Association

Approved Teacher Status / Associate Membership (AMBDA (FE/HE)) may be awarded to Educational Professionals in Continuing, Further and Higher Education who have successfully completed a BDA accredited course and have a minimum of two years' teaching / tutoring / support experience in an institution of continuing, further or higher education with learners 16 years of age or over. However, if an applicant has had a minimum of two year's appropriate previous professional educational experience in an earlier phase of education but is now working with learners 16 years of age or over, a letter, on headed paper, from the applicant's line manager to the BDA stating that they have successfully completed an academic year of full or equivalent part-time professional activity with these learners may be substituted for the two-year requirement.

Applicants for the award of ATS/APS must have successfully completed a BDA accredited course taught and assessed at a minimum of the Framework for Higher Education Qualifications (FHEQ) Level 5 (Foundation Degree) in England, Wales or Northern Ireland. The **Gateway Qualifications Level 5 Diploma in Teaching Learners with Dyslexia, Specific Learning Differences and Barriers to literacy** can be used to apply for ATS/ATP awards. For other equivalent levels see page 43 et seq. at:

<http://qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>

In the case of all BDA awards, assignments at either FHEQ Level 5 (minimum for ATS FE/HE) or FHEQ Level 7 (minimum for AMBDA FE/HE) in England, Wales or Northern Ireland in the form of essays, case study and teaching and assessment reports should form part of the overall assessment. The **Gateway Qualifications Level 7 Diploma in Assessing and Teaching learners with Dyslexia, Specific Learning Differences and Barriers to Literacy** can be used to apply for the AMBDA FE/HE award.

The BDA considers these criteria to be essential in establishing the quality of Approved Tutor Status Further and Higher Education (ATS FE/HE) and Associate Member of the BDA further and Higher Education (AMBDA FE/HE). However, it does not insist upon specific aspects of course structure, or the academic aspects of assessment procedures, apart from them being at the appropriate level. It does not seek to act as a secondary examining body in these respects, but may request access to assignments, teaching / assessment files, films and assessment reports when courses are submitted for re-accreditation to ensure that the relevant criteria are being met.

Following successful completion of an accredited course, candidates must personally apply for either ATS (FE/HE) or AMBDA (FE/HE) within three years of successful completion of that course.

Any candidate who successfully completed a course more than three years previously will also be required to complete a BDA Continuing Professional Development Portfolio (CPD) and may be asked to submit evidence relating to their current competencies in multi-sensory teaching and psychometric assessment. Any queries should be addressed to the BDA Accreditation Board by email, accreditation@bdadyslexia.org.uk Certificates will be endorsed with the level at which the course was taught and assessed.

Approved Teacher Status (ATS) may be awarded to teachers who hold Qualified Teacher Status (QTS) and/or are recognised by the General Teaching Council (or equivalent) or have QTLS and hold Professional Membership of the Institute for Learning. Applicants must also have a minimum of two years' full-time or equivalent part-time relevant professional experience in teaching/supporting learners of school age (16 years of age or under at the end of the current school year). However, if an applicant has had a minimum of two year's appropriate previous professional educational experience in another phase of education but is now working with learners 16 years of age or under, a letter to the British Dyslexia Association, on headed paper, from the applicant's line manager stating that they have successfully completed an academic year of full or equivalent part-time professional activity with these learners may be substituted for the two-year requirement.

Approved Practitioner Status (APS) may be awarded to other educational professionals who do not hold QTS; e.g. Teaching Assistants, Speech and Language Therapists, Occupational Therapists, Educational and other psychologists, with appropriate professional qualifications and experience. They must also have a minimum of two years full time or equivalent part-time relevant professional experience with learners of school age (16 years of age or under at the end of the current school year). However, if an applicant has had a minimum of two year's appropriate previous professional educational experience in another phase of education but is now working with learners 16 years of age or under, a letter, on headed paper, from the applicant's line manager stating that they have successfully completed an academic year of full or equivalent part-time professional activity with these learners may be substituted for the two-year requirement.

It should be noted that the BDA has introduced specific requirements related to courses leading to ATS/APS:

Portfolios of evidence must contain twenty hours of supervised and assessed specialist teaching, of which 10 hours must be with the same learner 16 years of age or under at the end of the current school year in a 1:1 situation. The remaining 10 hours may be with a different learner, who could be taught in a small group of no more than three learners and may be 18 years of age or under at the end of the current school year.

Only one hour of teaching per week of the initial 20 hours can be included in the professional practice portfolio. If, following advice from the supervising tutor, the student undertakes more than one lesson per week, these lessons will not be counted as part of the initial 20 hours. The student should include a brief outline in the portfolio to indicate what each interim lesson covered.

1.4. Key facts

Qualification Title	Total Qualification Time	Guided Learning	Credit Value
Gateway Qualifications Level 5 Diploma in Teaching Learners with Dyslexia, Specific Learning Differences and Barriers to literacy	600	110	60
Gateway Qualifications Level 7 Diploma in Assessing and Teaching learners with Dyslexia, Specific Learning Differences and barriers to literacy	1100	175	110

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could be reasonably expected to be required for candidate to achieve and demonstrate the achievement of the level of attainment necessary for the award of the qualification.

Total Qualification Time is comprised of the following two elements:

- the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- an estimate of the number of hours a candidate will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

1.5. Achievement methodology

These qualifications will be awarded to candidates who successfully complete an approved combination of units through a Portfolio of Evidence that has been verified and monitored through Gateway Qualifications' Quality Assurance process. Achievement is therefore determined by successful completion of unit assessment with no further requirement for additional/summative assessment.

1.6. Geographical coverage

These qualifications have been approved by Ofqual to be offered in England and by Qualification Wales to be delivered in Wales.

If a centre based in Northern Ireland or overseas (including Scotland) would like to offer this qualification, they should make an enquiry to Gateway Qualifications.

1.7. Progression opportunities

Candidates completing the Level 5 Diploma may be able to progress to the Gateway Qualifications Level 7 Diploma in Teaching and Assessing Learners with Dyslexia, Specific Learning Differences and Barriers to Literacy.

They may also advance to job roles which require the ability to teach learners with specific learning differences/barriers to learning.

Candidates completing the Level 7 Diploma may also advance to job roles which require the ability to:

- carry out diagnostic assessments for specific learning differences (dyslexia) and write assessment reports on learners' educational needs, to inform Local Authorities other professionals, learners and parents/carers
- carry out assessments and write reports on learners' special assessment needs for schools, colleges, Local Authorities 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 differences.

1.8. Funding

For information on potential sources of funding in England please visit the Education and Skills Funding Agency:

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

<https://www.gov.uk/government/collections/qualifications-approved-for-public-funding>

<https://hub.fasst.org.uk/Pages/default.aspx>

For information regarding potential sources of funding in Wales please visit Qualification Wales:

<https://www.qualificationswales.org/>

Current funding information for Wales is available on [Qualifications in Wales \(QiW\)](#)

1.9. Equality, diversity and inclusion

It is Gateway Qualifications' aim that there shall be equal opportunities within this organisation and in all the services it provides and within its recognised centres and via the services they provide and so meet the organisation's legal responsibilities to prevent discrimination.

In particular it is the organisation's intention that there should be no discrimination on the grounds of a protected characteristic including age, disability, gender assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. It is acknowledged that this is not an exhaustive list.

2. Candidate Entry Requirements

2.1. Age

The approved age range for these qualifications is 19+.

2.2. Prior qualifications

There are no formal entry requirements for these qualifications. However, they are designed for qualified practising and experienced teachers and other professionals who hold recognised professional qualifications.

Although Gateway Qualifications 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 will need access to learners who experience difficulties in literacy and permission from senior management in order to carry out the practical elements of the qualification.

Candidates may apply directly to a centre for the Level 7 qualification if they feel that they have sufficient experience and prior qualifications to be able to cope with the demands of the qualification. The centre will decide whether this is sufficient. It should be noted, however, that, as 20 hours of observed teaching practice are carried forward from the Level 5 qualification to the Level 7, anyone who does not achieve the Level 5 qualification must complete the 20 hours of teaching practice in addition to the 10 hours required on the Level 7 qualification.

2.3. Prior skills/knowledge/understanding

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 core skill areas: literacy, numeracy and ICT.

2.4. Restrictions

Candidates must have been DBS checked prior to the start of the qualification due to the requirements of the qualification.

2.5. Access to qualifications for candidates with disabilities or specific needs

Gateway Qualifications and recognised centres have a responsibility to ensure that the process of assessment is robust and fair and allows the candidate to show what they know and can do without compromising the assessment criteria.

Gateway Qualification has a duty to permit a reasonable adjustment where an assessment arrangement would put a disabled person at a substantial disadvantage in comparison to someone who is not disabled.

The following adaptations are examples of what may be considered for the purposes of facilitating access, as long as they do not impact on any competence standards being tested:

- adapting assessment materials
- adaptation of the physical environment for access purposes
- adaptation to equipment
- assessment material in an enlarged format or Braille
- assessment material on coloured paper or in audio format
- British Sign Language (BSL)
- changing or adapting the assessment method
- changing usual assessment arrangements
- extra time, e.g. assignment extensions
- language modified assessment material
- practical assistant
- prompter
- providing assistance during assessment
- reader
- scribe
- transcript
- use of assistive software
- using assistive technology
- use of CCTV, coloured overlays, low vision aids
- use of a different assessment location
- use of ICT/responses using electronic devices.

It is important to note that not all of the adjustments (as above) will be reasonable, permissible or practical in particular situations. The candidate may not need, nor be allowed the same adjustment for all assessments.

Candidates should be fully involved in any decisions about adjustments/adaptations. This will ensure that individual needs can be met, whilst still bearing in mind the specified assessment criteria for a particular qualification.

A reasonable adjustment for a particular candidate may be unique to that individual and may not be included in the list of available access arrangements specified above.

Special Considerations

Requests for special consideration should be submitted as soon as possible. Please refer to the [Reasonable Adjustments and Special Consideration Policy](#).

2.6. Additional requirements/guidance

There are no additional rules or guidance regarding candidate entry requirements.

Should a centre require adaptations to the way that the qualifications are delivered or the teaching practice is delivered or observed, prior approval must be sought by contacting quality@gatewayqualifications.co.uk. The Quality team will then provide the centre with the details of the contact at the British Dyslexia Association who will also need to be consulted about any changes to ensure that, when a learner applies for accreditation with the BDA, they will not be disadvantaged.

It is vital that staff delivering, assessing and internally quality assuring the qualifications update their continuing professional development as confirmation of this is required when a learner applies for accreditation with BDA.

Centres are strongly encouraged to contact the British Dyslexia Association when they begin delivery of the qualifications. The Quality team can provide contact details. This is so that the BDA are aware of the fact that you are delivering an approved Gateway Qualifications Level 5 or Level 7 dyslexia qualification. This will help to ensure that any applications for accreditation are dealt with as smoothly as possible. You will be required to gain accreditation from the BDA for your course; this process will require renewal every four years.

2.7. Recruiting candidates with integrity

It is vital that centres recruit with integrity with regard to qualifications. Centres must ensure that candidates have the correct information and advice on their selected qualification(s) and that the qualification(s) will meet their needs.

The recruitment process must include the centre assessing each potential candidate and making justifiable and professional judgements about the candidate's potential to successfully complete the assessment and achieve the qualification. Such an assessment must identify, where appropriate, the support that will be made available to the candidate to facilitate access to the qualification(s).

3. Achieving the Qualification

3.1. Qualification structure

The knowledge, skills and understanding that will be assessed as part of the qualification are set out within the unit specifications. These include the learning outcomes and associated assessment criteria.

For information on Recognition of Prior Learning/Exempt and Equivalent units please see section **3.3 Recognition of Prior Learning (RPL)/Exemptions/Equivalencies**

Gateway Qualification Level 5 Diploma in Teaching Learners with Dyslexia, Specific Learning Differences and Barriers to Literacy

Candidates must achieve the 4 mandatory units totalling 60 credits.

Unit Number	Unit Code	Unit Title	Level	Guided Learning	Credit Value
1.	K/617/4657	Understand the context of legislation and guidance with regards to special educational needs and equality in relation to dyslexia and/or other specific learning differences and barriers to literacy	5	30	15
2.	M/617/4658	Assessing the needs of individuals with dyslexia and/or other specific learning differences and barriers to literacy	5	30	15
3.	T/617/4659	Planning and teaching learning programmes for individuals with dyslexia and/or other specific learning differences and barriers to literacy	5	35	20
4.	K/617/4660	Evaluation of teaching and learning programmes for individuals with dyslexia and/or other specific learning differences and barriers to literacy	5	15	10

Gateway Qualification Level 7 Diploma in Teaching and Assessing Learners with Dyslexia, Specific Learning Differences and Barriers to Literacy

Candidates must achieve the 6 mandatory units with 30 credits at Level 5 and 80 credits at Level 3.

Hours of observed and assessed Specialist Teaching, meeting the BDA criteria, as part of an ATS/APS course may be carried over into the requirements for Specialist Teaching/support in an accredited AMBDA course.

A candidate who has successfully completed all elements of an ATS course at Level 5 can be admitted to an AMBDA course at Level 7 with credit/advanced standing at the discretion of the course leader.

Unit Number	Unit Code	Unit Title	Level	Guided Learning	Credit Value
1.	D/617/4638	Understand theoretical concepts for teaching individuals with dyslexia and/or other specific learning differences and barriers to literacy	7	35	20
2.	M/617/4661	Understanding psychometric and educational assessment methods in the context of dyslexia and/or other specific learning differences and barriers to literacy	7	30	20
3.	T/617/4662	Assessing individuals for dyslexia and other specific learning differences	7	30	20
4.	T/617/4659	Planning and teaching learning programmes for individuals with dyslexia and/or other specific learning differences and barriers to literacy	5	35	20
5.	K/617/4660	Evaluation of teaching and learning programmes for individuals with dyslexia and/or other specific learning differences and barriers to literacy	5	15	10
6.	A/617/4663	Relating theoretical and methodological perspectives to practice in the context of dyslexia and/or other specific learning differences and barriers to literacy	7	30	20

3.2. Achievement methodology

The qualification will be awarded to candidates who successfully complete an approved combination of units through a Portfolio of Evidence that has been verified and monitored through Gateway Qualifications' Quality Assurance process. Achievement is therefore determined by successful completion of unit assessment with no further requirement for additional/summative assessment.

3.3. Recognition of prior learning

Recognition of Prior Learning (RPL) provides learners and Centres with an alternative assessment method by which a learner's previous achievements can meet the assessment requirements for a unit/qualification through the knowledge, understanding or skills that they already possess and so, do not need to develop these through a course of learning.

It enables the recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable to contribute to a unit, units or a whole qualification according to the RPL criteria for a given qualification.

*The recognition of prior learning is permitted for this qualification and includes the prior attainment of units on a qualification offered by Gateway Qualifications, e.g. where a learner progresses from a smaller qualification to a larger qualification and where the qualifications have shared content such as an Award, Certificate and/or Diploma.

Centres should refer to the Gateway Qualifications' Recognition of Prior Learning policy and follow the process available on the website.

Qualification Number	Qualification Title	RPL Permitted
603/4630/9	Gateway Qualifications Level 5 Diploma in Teaching Learners with Dyslexia, Specific Learning Differences and Barriers to Literacy	No
603/4631/0	Gateway Qualifications Level 7 Diploma in Assessing and Teaching Learners with Dyslexia, Specific Learning Differences and Barriers to Literacy*	Yes

3.4. Links to other qualifications

The following two level 5 units in the Level 7 Diploma are also contained in the Level 5 qualification:

- Planning and teaching learning programmes for individuals with dyslexia and/or other specific learning differences

- Evaluation of teaching and learning programmes for individuals with dyslexia and/or other specific learning differences

4. Assessment and Quality Assurance

The following are in addition to the standard assessment and quality assurance requirements set out in the online Gateway Qualifications Centre Handbook.

4.1. Method of assessment

The method of assessment for the qualifications is through a portfolio of evidence.

There is an exemplar assignment for each unit provided in Appendix 1. Any centres wishing to revise the assessment task must contact Gateway Qualifications.

It should be noted that the BDA has introduced specific requirements related to courses leading to ATS/APS:

Portfolios of evidence must contain twenty hours of supervised and assessed specialist teaching, of which 10 hours must be with the same learner 16 years of age or under at the end of the current school year in a 1:1 situation. The remaining 10 hours may be with a different learner, who could be taught in a small group of no more than three learners and may be 18 years of age or under at the end of the current school year.

Only one hour of teaching per week of the initial 20 hours can be included in the professional practice portfolio. If, following advice from the supervising tutor, the student undertakes more than one lesson per week, these lessons will not be counted as part of the initial 20 hours. The student should include a brief outline in the portfolio to indicate what each interim lesson covered.

4.2. Assessment language

This qualification is assessed in English only.

4.3. Assessment materials

Externally set assessments have been produced for each of the units. These assessments are internally marked and assured for quality by Centres and are subject to scrutiny by External Quality Assurers from Gateway Qualifications. A minimum of 1 in 4 units must be subject to internal quality assurance, although this should be adjusted using a risk-based approach dependent on the skills and experience of the assessor.

4.4. Assessment guidance

Assessment decisions for criteria that must be assessed in the workplace, as identified in unit assessment requirements, must be made in a real work environment by an occupationally competent assessor.

Assessment decisions for criteria that must be assessed in the workplace (competence - based assessment criteria) must be made by an assessor with the expertise to make assessment decisions.

Competence-based assessment must include direct observation as the main source of evidence or observation of a digital recording of the candidate in their setting.

Simulation may only be utilised as an assessment method for competence - based assessment criteria where this is specified in the assessment requirements of the unit.

Assessment of criteria not identified in the unit assessment requirements as requiring assessment in the workplace may take place in or outside of a real work environment.

Assessment decisions for knowledge - based assessment criteria must be made by an occupationally knowledgeable and qualified assessor.

4.5. Qualification-specific centre requirements

Centres must ensure that they have the appropriate resources in place when delivering these vocational courses.

4.6. Qualification-specific tutor/assessor requirements

Tutor/Assessors must be fully qualified and experienced in the subject area in which they are delivering, details of which must be provided to Gateway Qualifications as part of the Qualification Approval application.

Tutor/Assessors must be occupationally competent. This means that each tutor/assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means, they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

It should be noted that AMBDA is needed for those tutoring the specialist elements for school age provision and AMBDA FE/HE for 'post-school' specialist elements. It should also be noted that specialist teaching and assessment must be for one of these age groups as detailed in the criteria for the BDA award sought and not a mixture of both.

'Equivalent' means that the tutor concerned must have successfully taken a course accredited by the BDA for AMBDA FE/HE during the past 3 years but who has not applied for the award. They must provide evidence (preferably in the form of a BDA CPD Portfolio) that their knowledge, skills and expertise are up-to-date.

Occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

Tutor/Assessors must either:

- hold or be working towards a recognised assessor/verifier qualification (e.g. D32/33, A1 or Award in Assessing Competence in the Work Environment)

or:

- have experience of assessing competence-based qualifications

or:

- be under the supervision of an experienced and qualified internal quality assurer

4.7. Qualification-specific quality assurance requirements

All internal quality assurers must:

- be qualified in quality assurance; appropriate qualifications would include: Award in the Internal Quality Assurance of Assessment Processes and Practice, or as a verifier, (V1, D34). Centres must provide evidence of the training undertaken
- be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role
- maintain their occupational knowledge by actively engaging in continuous professional development activities in order to keep up-to-date with developments within the sector.

4.8. Additional requirements/guidance

There are no additional requirements that candidates must satisfy in order for assessment to be undertaken and the unit/qualification to be awarded.

5. What to do next

For existing centres please contact your named Development Manager or Development Officer.

Tel: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

6. Gateway Qualifications

Gateway Qualifications, a not for profit registered charity, is an Awarding Organisation based in Colchester.

We work with learning providers and industry experts to design and develop qualifications that benefit the candidate and the employer.

We support flexible, responsive and quality assured learning opportunities whether it's in the classroom, at work, in the community or through distance learning.

We are recognised by Ofqual, to design, develop and submit qualifications to the Regulated Qualifications Framework (RQF).

7. Appendices

7.1. Appendix 1 – Unit Details

Unit 1 – Level 5 - Understanding the context of legislation and guidance with regards to special educational needs and equality in relation to dyslexia and/or other specific learning differences and barriers to literacy

Level:	5
Credit Value:	15
GLH:	30
Unit Number:	K/617/4657
Aim:	Unit 1. This unit will enable the candidate to explain the legislation, policies and guidance in place, both nationally and locally, where relevant to the candidate's setting, to cater for learners with special educational needs. It will also enable candidates to understand professional practice in dealing with learners with dyslexia/specific learning difficulties and to evaluate its effectiveness in relation to legislation, policies and guidance.
Assessment	This unit is centre assessed and quality assured, and externally verified.

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Understand Special Educational Needs and Equality national legislation, policies and procedures in the context of dyslexia and/or other specific learning differences and barriers to literacy.	1.1 Explain national Special Educational Needs and Equality legislation, policies and procedures with particular reference to dyslexia and/or specific learning differences and barriers to literacy.
	1.2 Explain the impact of the implementation of national legislation, policies and procedures for Special Educational Needs on individuals with dyslexia/specific learning differences or barriers to literacy.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
<p>2 Understand how national Special Educational Needs and Equality legislation is implemented locally.</p>	<p>2.1 Explain how national legislation is implemented through local policies and procedures or institutional policies and procedures where appropriate to the candidate's setting.</p> <p>2.2 Explain responsibilities of personnel in an educational or training setting including:</p> <ul style="list-style-type: none"> • statutory responsibilities • administrative responsibilities.
<p>3 Understand how to work within professional and ethical frameworks.</p>	<p>3.1 Describe expected ethical standards and professional practice in storing and sharing information regarding learners with dyslexia/specific learning differences or barriers to literacy in light of current legislative requirements.</p>
<p>4 Understand dyslexia, specific learning difficulties and barriers to learning.</p>	<p>4.1 Explain theories related to dyslexia and barriers to learning with regards to:</p> <ul style="list-style-type: none"> • Reading • Writing • Spelling • Study skills • Maths. <p>4.2 Evaluate the impact of the discussed theories on own practice using a SWOT analysis.</p> <p>4.3 Explain evidence-based approaches to overcoming barriers to learning including ICT and assistive technology.</p>

Indicative Content: Understand the context of legislation and guidance with regards to special educational needs and equality in relation to dyslexia and/or other specific learning differences and barriers to literacy

Learning Outcome 1:

- Current policy, legislation and guidance documents relevant to one phase of education
- Personal interpretation of information showing ability to extract appropriate information
- Communicating the needs of learners effectively both orally and in writing.

Learning Outcome 2:

- Working knowledge of local policies and systems for accessing learning support for learners with dyslexia/specific learning differences, where relevant to the candidate's setting. Candidates working in HE are expected to show working knowledge of national student policies and systems for accessing support.
- Policies and systems provided by named academic institutions and other local providers
- Roles of supporting personnel in a chosen educational or training setting.

Learning Outcome 3:

- Sensitivity to and respect for feelings of learner
- Confidentiality and security of information concerning those with dyslexia/specific learning differences/ barriers to literacy
- Importance of professional liability/insurance.

Learning Outcome 4:

- Knowledge of major theories related to dyslexia and barriers to learning
- Knowledge of how specific barriers impact on learning
- Knowledge of evidence-based approaches to overcoming barriers to learning including ICT and assistive technology.

Evidence requirements

When completing evidence requirements, it is essential to refer to the Learning Outcomes and Assessment Criteria as laid out in the unit above.

Candidates must provide all of the evidence identified below. All evidence must be produced independently.

Learning Outcomes 1, 2 & 3:

The candidate must explain the current legislation, reports, policies and procedures related to dyslexia and specific learning differences and how the implementation of these impacts on learners in the candidate's setting. For each section below, the candidate should write 200 – 250 words, with the total word count not exceeding 2000 words.

- Disability Discrimination e.g. The Equality Act 2010
- The SEND Code of Practice
- Access Arrangements
- Rose Report 2009
- Local SEND policy and procedures
- Educational Setting SEND policies and procedures, including ethical standards and professional practice in line with current legislation and good practice.

Learning Outcome 4:

- Knowledge of major theories related to dyslexia
- Knowledge of how specific barriers impact on learning
- Knowledge of evidence-based approaches to overcoming barriers to learning including ICT and assistive technology.

Guidance on assessment and evidence requirements

Learning Outcomes 1, 2 & 3:

Candidates should understand the main principles of legislation, policies and procedures relevant to all phases of education. They also need to show understanding of professional and ethical standards.

The assignment may be written in any format, such as prose, grids, numbered or bullet-pointed sections or any other preferred format. Spelling, punctuation and grammar should be accurate. All acronyms should be explained on the first mention, following standard academic practice.

All documentation should be fully referenced following a recognised academic referencing system (e.g. Harvard referencing).

This report should be approximately 1500-2000 words. Candidates should be encouraged to write in a straightforward way, summarising the main principles of each document. Lengthy passages should not be copied from the original documents.

Centres should ensure that candidates note the need to include any relevant, up-to-date legislation and policies related to Special Educational Needs and Disabilities (SEND).

In writing the report candidates should cover all the evidence criteria. They should ensure that the focus of the report is dyslexia/specific learning differences. This may involve identifying dyslexia-specific information in documents that cover all SEND issues.

In writing the report, candidates should make reference to current data protection legislation and good practice.

Learning Outcome 4:

The assignment may be written in any format, such as prose, grids, numbered or bullet pointed sections or any other preferred format.

Spelling, punctuation and grammar should be accurate. All acronyms should be explained on the first mention, following standard academic practice. All documentation should be fully referenced following a recognised academic referencing system (e.g. Harvard referencing).

This report is likely to be around 3000-3500 words. Candidates should not exceed the word count. Candidates should be encouraged to write in a straightforward way, summarising the main principles. Lengthy passages should not be copied from original documents.

Centres should ensure that candidates note the need to include theories regarding dyslexia and evidence-based support for barriers to learning including:

- What dyslexia and co-occurring difficulties are
- The latest definition of dyslexia
- Major theories of dyslexia and SWOT analysis
- Other factors to be considered with regard to the acquisition of literacy skill
- Phonological awareness and stages of phonological acquisition

Guidance on assessment and evidence requirements

- Difference between phonics and phonology
- Auditory processing
- Memory
- Processing speed
- Visual processing
- Early development
- Speech and language:
 - Difference between developmental language disorder and dyslexia
 - Relationship between literacy and learning
 - Morphology, semantic structure and written language rules
- Reading development models and dyslexia
- Writing development models and dyslexia
- Spelling development models and dyslexia
- Study skills
- ICT and assistive technology
- Mathematics and dyslexia; dyscalculia
- Impact of EAL/multilingualism on learning and literacy development and how dyslexia and SpLD in learners' first language can affect the learners' ability to learn English as an additional language
- Key features of specialist dyslexia teaching.

In writing the report, candidates should provide evidence for all the assessment criteria. They should ensure that the focus of the report is dyslexia/specific learning differences.

Candidates must produce a bibliography of recent, relevant texts, books and peer reviewed research articles and to show evidence of the skills of critical review and evaluation of this material.

Unit 2 – Level 5 - Assessing the needs of individuals with dyslexia and/or other specific learning differences and barriers to literacy

Level: 5

Credit Value: 15

GLH: 30

Unit Number: M/617/4658

Unit Aim: Unit 2. This unit will equip the candidate to assess the needs of learners with dyslexia and/or specific learning differences affecting the development of literacy and/or numeracy skills. Candidates will interpret information gathered and draw conclusions on whether literacy and/or numeracy skills of individuals with dyslexia and/or other specific learning differences match expected standards.

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
<p>1 Be able to assess need for referral of individuals with dyslexia and/or other specific learning differences and barriers to literacy.</p>	<p>1.1 Analyse information collected in relation to individuals' background, with reference to dyslexia and/or other specific learning differences and barriers to literacy literature.</p> <p>1.2 Evaluate need for individuals' referral based on background information including:</p> <ul style="list-style-type: none"> • indications of dyslexia and/or other specific learning differences and barriers to literacy • development • stage of education • current setting.
<p>2 Be able to assess literacy and numeracy skills of individuals experiencing difficulties associated with dyslexia and/or other specific learning differences.</p>	<p>2.1 Justify selection of assessment methods and resources appropriate to individuals':</p> <ul style="list-style-type: none"> • age • ability • presenting characteristics. <p>2.2 Assess individuals' skills in areas associated with dyslexia/specific learning difficulties and barriers to literacy.</p>

LEARNING OUTCOMES		ASSESSMENT CRITERIA - PASS	
The learner will:		The learner can:	
3	Be able to interpret test results and observations of individuals' behaviour and responses during assessment.	3.1	Analyse test results.
		3.2	Interpret observations of individuals' behaviour and responses during assessment.
4	Be able to match outcomes of assessment to expected standards.	4.1	Compare profiles of individuals' attainments against expected standards and patterns associated with dyslexia/specific learning difficulties.
		4.2	Draw interim conclusions to inform a learning programme for learners with dyslexia/specific learning differences and barriers to literacy.
5	Understand SEND national legislation, policy and procedures in the context of dyslexia, other specific learning differences and barriers to literacy in terms of own practice.	5.1	Analyse how national SEND legislation, policies and procedures affect own practice, as appropriate to own setting.

Indicative Content: Assessing the needs of individuals with dyslexia and/or other specific learning differences and barriers to literacy

Learning Outcome 1:

- Collated information about the learner
- Assessment plan.

Learning Outcome 2:

- Baseline assessments
- Curriculum targets
- Reading skills and strategies
- Writing skills and strategies
- Select word lists to assess single word reading and spelling
- Numeracy skills and strategies
- Assessment of spoken language alphabet skills, sound symbol correspondence
- Phonological skills and motor skills
- Initial assessment of language skills, reading, spelling, writing, numeracy and study skills
- Typical and atypical patterns of attainment and their significance
- Establishing and maintaining rapport with learner
- Maintaining a sensitive and professional manner
- How to record and score responses
- Record responses and observations during assessment.

Learning Outcome 3:

- Expected standards for age/ability level
- Expected behaviour in a test situation
- Phonological skills
- Miscue and error analysis
- Point of breakdown for numeracy
- Analysis of free writing
- Use of formal report writing style and acceptable conventions.

Learning Outcome 4:

- Expected standards for age/ability level; stage of education/training or social/employment needs
- Synthesising information from different sources
- Evaluate individuals' attainments against expected standards with reference to:
 - Background information
 - Information collected during assessments.

Indicative Content: Assessing the needs of individuals with dyslexia and/or other specific learning differences and barriers to literacy

Learning Outcome 5:

Evaluate the provision for learners in the context of national legislation, local policies and procedures for learners with SEND in any phase of education or training.

Evidence requirements

When completing evidence requirements, it is essential to refer to the Learning Outcomes and Assessment Criteria as laid out in the unit above.

Candidates must provide all of the evidence identified below. All evidence must be produced independently.

Learning Outcomes 1:

Adapt a given checklist/questionnaire to collect information on background of learners and indicators of dyslexia/specific learning differences. These questionnaires may be adapted from a previously sourced questionnaire from a reputable source and adapted for the candidate's own teaching context.

The checklist/questionnaire should be designed with regards to confidentiality and ethics to allow findings of the following to be recorded:

- observation and questioning based on own knowledge of dyslexia/specific learning differences and associated patterns of difficulty
- monitoring of educational development and attainment in literacy and numeracy.

Candidates should write a document giving reasons for referral and background information, to include information from questionnaires and any other available information to inform the assessment plan. Candidates should refer to the learner's situation with regards to current national and legal context.

Learning Outcomes 2, 3, 4 and 5:

Carry out assessment of the attainments and areas of difficulty of a minimum of two learners (one learner who has literacy difficulties and one learner who has literacy and numeracy difficulties).

The learners should be at two different Key Stages and/or Levels (either primary, secondary, Further or Higher Education/workplace).

Produce a profile of learner(s), which includes:

- reason(s) for the selection of appropriate assessment methods and resources
- an assessment session plan
- accompanying notes and records for the assessment session, including evidence of interaction with learner
- evidence of correct administration of any published test used
- appropriate use of informal evidence-based assessments
- analysis of assessment outcomes
- conclusions to be drawn from evidence gathered.

Guidance on assessment and evidence requirements

Candidates should be mindful of the current and evidence based working definitions of dyslexia. It should be noted that SASC is currently developing a new definition of dyslexia. When identifying learners with literacy difficulties, candidates should be advised to choose learners who are achieving below the levels expected for their chronological age and stage of education. For primary and secondary learners, candidates should take into account, and refer to, currently used curriculum levels and objectives for each year group. For post-16 learners, candidates should take into account, and refer to current curriculum which may come into use during the life-span of this course and/or objectives for a course studied by the learner and/or employment needs/life skills.

Although not mandatory, candidates may use current published tests to assess single word reading, non-word reading, prose reading (including comprehension), spelling, phonological and numeracy skills if they are familiar with the use and scoring of these tests and are qualified to administer them. If they administer them, scoring and administration must be accurate.

Candidates must use a range of informal, diagnostic assessment. This includes:

- speech and language
- phonological awareness
- phonics
- single word spelling
- miscue analysis of prose reading passages selected by the candidate to match learners' interest
- free writing
- mathematics for one learner
- memory, organisation and sequencing
- study skills for older learners.

Evidence-based assessment means that candidates should be able to analyse and use diagnostic information gained from observing learners' work and performance. They should be able to comment on strengths, error patterns, strategies and behaviours. For example, candidates should be able to observe and comment on reading behaviour and strategies (at word and text level); carry out miscue analysis; analyse spelling and free writing, analyse spelling at word level and text level (free writing); observe and comment on spoken language and analyse numeracy strategies.

The use of standardised tests is not a Level 5 requirement, but if standardised tests are used candidates must demonstrate accuracy in the administration, scoring and interpretation of test results.

Formal assessment procedures and tests are defined as those which are published (standardised and non-standardised). Informal tests refer to tests and tasks devised by the centre.

Unit 3 – Level 5 / Unit 4 – Level 7 Planning and teaching learning programmes for individuals with dyslexia and/or other specific learning differences and barriers to literacy

Level: 5

Credit Value: 20

GLH: 35

Unit Number: T/617/4659

Unit Aim: Unit 3 - L5/Unit 4 - L7 This unit will equip candidates to plan lessons for learners with dyslexia and/or specific learning differences and barriers to literacy. Candidates will plan and manage assessment sessions and select and use appropriate resources for teaching and learning programmes. They will use appropriate teaching methods to deliver effective lessons/learning support sessions focusing on specified targets. They will establish a productive learning environment and communicate effectively with learners. This unit will equip candidates to plan lessons for learners with dyslexia and/or other specific learning differences. Candidates will plan and manage assessment sessions and select and use appropriate resources for teaching and learning programmes. They will use appropriate teaching methods to deliver effective lessons/learning support sessions focusing on specified targets. They will establish a productive learning environment and communicate effectively with learners.

Assessment This unit is centre assessed and quality assured, and externally verified.

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Be able to plan lessons for individuals with dyslexia and/or other specific learning differences and barriers to literacy at different stages of education in one-to-one and/or group settings, based on previous background information and assessment data.	1.1 Identify learning support needs for individuals, including: <ul style="list-style-type: none"> • long-term aims • short-term targets 1.2 Identify objectives for lessons. 1.3 Justify selection of commercially produced resources for use in lessons. 1.4 Develop own resources for use in lessons. 1.5 Justify teaching methodologies for teaching individuals with dyslexia and/or other specific learning differences and barriers to literacy.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
<p>2 Be able to communicate planned programmes and their implications to others involved in the education of individuals.</p>	<p>2.1 Identify others involved in the education of individuals with dyslexia and/or other specific learning differences and barriers to literacy.</p> <p>2.2 Justify elements of teaching and learning programmes to others.</p> <p>2.3 Explain implications for classroom practice.</p>
<p>3 Be able to deliver Special Educational Needs learning programmes.</p>	<p>3.1 Implement teaching and learning activities.</p> <p>3.2 Develop opportunities for individuals to practice new skills.</p> <p>3.3 Promote the implementation of skills in other situations.</p>
<p>4 Be able to encourage individuals with dyslexia and/or other specific learning differences and barriers to literacy to learn independently.</p>	<p>4.1 Identify resources and sources of support for independent learning.</p> <p>4.2 Introduce techniques and resources for independent learning to individuals.</p> <p>4.3 Introduce techniques for self-evaluation to individuals.</p>
<p>5 Be able to demonstrate competency in teaching using a range of assistive and contextual technology.</p>	<p>5.1 Demonstrate competency using assistive technology to support learners with dyslexia and/or specific learning differences and barriers to literacy.</p> <p>5.2 Demonstrate competency in using contextual technology to support learners with dyslexia and/or specific learning differences and barriers to literacy.</p>

Indicative Content: Planning and teaching learning programmes for individuals with dyslexia and/or other specific learning differences and barriers to literacy

Learning Outcome 1:

- SMART targets
- Long term: approximately 6-12 months
- Use of analysis of assessment data carried out by candidate
- Use evaluation of previous lessons (Learner response, effectiveness of targets, methods and resources) to adjust targets
- Teaching and learning plans consistent with IEPs (Individual education plans), Individual Learning Plans (ILPs) or the equivalent
- Verifying individuals' previous achievement, checking whether previous learning is secure and establish if learner is ready to move on to the next session
- Take account of individuals' age, interests, views and curricular/employment needs
- Specialist teaching methods must be structured, sequential, cumulative and multisensory
- Construct own resources – can include adapting an existing resource
- Activities are finely graded, cumulative and multi-sensory
- If working in small group, ensure differentiated activities to meet individual needs of learner
- Plan one-to-one lessons to meet individual needs including:
 - teaching and learning activities
 - structured methods
 - cumulative methods
- Multi-sensory methods
- Meeting the needs, learning styles and preferences and the age and stage of the individual
- Materials support targets of lesson, maximising learning and achievement
- Quality First Teaching
- Graduated approach
- What works for literacy interventions
- Teaching and learning programmes and materials
- Methodologies for teaching learners with dyslexia/specific learning differences and barriers to literacy.

Learning Outcome 2:

- 'Others' may include teachers, support workers, personal tutors, parents, etc.
- Reasons for referral
- Targets – long and short-term
- Suggested teaching methods/learning strategies/resources/adaptations and advice for delivery/pace
- Suggested parental support e.g. reading or spelling games; supporting hobbies or other opportunities for success
- Roles and responsibilities within a multi-disciplinary team setting.

Indicative Content: Planning and teaching learning programmes for individuals with dyslexia and/or other specific learning differences and barriers to literacy

Learning Outcome 3:

- Materials/resources to hand and ready to use
- Preparing learner for lesson to ensure engagement and motivation, establishing rapport with individuals, using positive reinforcement
- Keeping notes during lesson to aid evaluation
- Taking account of learners' comfort and well-being
- Communicating learning aims to individuals, re-teaching key topics, encouraging individuals to seek clarification.
- Using teaching aids effectively including: purpose-made game or worksheet, ICT as a learning resource (i.e. context based) and as a means to ensure that learners become independent (i.e. assistive technology)
- Creating opportunities to practise new skills and monitor learning during the lesson
- Suggesting and enabling opportunities beyond the lesson for practice of skills and strategies taught, e.g. homework, practice sheets, note books
- Discussing with learner relevance of skills learnt and how they can be used in other situations
- Encouraging learner to seek clarification
- Allowing the learner time to think
- Giving opportunities for learners to be involved with recording progress and planning targets as appropriate
- Transferrable skills.

Learning Outcome 4:

- Identifying resources and sources of support, e.g. libraries, teachers, personal tutors, lecturers, parents, carers, helpers, other support staff such as student counsellors
- The role of helpers and carers
- How others can support/help, e.g. study skills, self-esteem/mental health issues, personal organisation, target-setting
- Communication skills
- The importance of liaison
- Communicating with teachers/tutors and lecturers/parents and carers/support staff as appropriate
- Reinforcing individuals' appreciation of own strengths and weaknesses
- Learner recognises how they learn: metacognition
- Provide opportunities for learners to become aware of their own preferred learning strategies
- Provide opportunities for learners to take responsibility for development of targeted skills
- Allowing the learner time to think

Indicative Content: Planning and teaching learning programmes for individuals with dyslexia and/or other specific learning differences and barriers to literacy

- Use lesson evaluations to inform the adaptation of following lessons as necessary
- Adapt SMART targets as necessary in lessons and after reviews at regular intervals
- In lesson evaluations and reviews of programme, outline reasons for changes
- Respond to learners' learning contexts and individual needs.

Evidence requirements

When completing evidence requirements, it is essential to refer to the Learning Outcomes and Assessment Criteria as laid out in the unit above.

Candidates must provide all of the evidence identified below. All evidence must be produced independently.

Learning Outcome 1:

Draw up long-term aims and short-term targets for teaching and learning programme based on background information and assessment data.

Learning Outcomes 1, 2, 3 and 4:

Produce lesson plans for a minimum of two teaching and learning programmes for:

- a. 10 hours of support delivered over a minimum of 5 weeks at the discretion of the centre
- b. 10 hours of direct teaching delivered over a minimum of 5 weeks.

Level 5 - A minimum total of 20 hours teaching practice should be delivered to gain the qualification and to qualify for Associate Teacher Status with the British Dyslexia Association and/or a Teaching Practice Certificate from Patoss.

It should be noted that the BDA has introduced specific requirements related to courses leading to ATS/APS:

Portfolios of evidence must contain twenty hours of supervised and assessed specialist teaching, of which 10 hours must be with the same learner 16 years of age or under at the end of the current school year in a 1:1 situation. The remaining 10 hours may be with a different learner, who could be taught in a small group of no more than three learners and may be 18 years of age or under at the end of the current school year.

Only one hour of teaching per week of the initial 20 hours can be included in the professional practice portfolio. If, following advice from the supervising tutor, the student undertakes more than one lesson per week, these lessons will not be counted as part of the initial 20 hours. The student should include a brief outline in the portfolio to indicate what each interim lesson covered.

For candidates who wish to apply for Approved Tutor Status, Further and Higher Education (ATS FE/HE) and Associate Member of the BDA, Further and Higher Education (AMBDA FE/HE):

1. The teaching / support practice must include a minimum of 10 hours with one learner 18 years or over at the end of the current academic year. There must be formal observation of 2 hours of **this** specialist teaching/support for the purposes of both formative and summative assessment. Each formally observed teaching / support session must be accompanied by a detailed session plan. Subsequent evaluation of

Evidence requirements

When completing evidence requirements, it is essential to refer to the Learning Outcomes and Assessment Criteria as laid out in the unit above.

Candidates must provide all of the evidence identified below. All evidence must be produced independently.

the learner's progress must take into consideration how the observed lesson fits into the overall teaching programme.

2. The remaining 10 hours may be with a different learner who may be 16 years of age or over at the end of the current academic year who could be taught / supported in a small group.

For candidates who wish to apply for Approved Teacher Status (ATS) Approved Practitioner Status (APS) and (AMBDA) Associate Member of the BDA (School Level):

1. 20 hours of supervised and assessed specialist teaching must take place, of which two hours must be formally observed and assessed.
2. 10 hours must be with the same learner, 16 years of age or under at the end of the current school year in a 1:1 situation.
3. Two hours of this teaching must be formally observed and assessed.
4. The remaining 10 hours may be with a different learner, who could be directly taught in a small group of no more than three learners and /or may be 18 years of age or under at the end of the current school year.

In all cases, specialist teaching sessions should be 60 minutes long or sections thereof, e.g. 30 minutes + 30 minutes with specific reasons given for the session being split.

Teaching / support will be assessed by ongoing formal / informal observation which should include scrutiny of session plans and evaluations etc., in a teaching diary. Assessment of specialist teaching / support will be judged against set performance criteria and forms a significant part of the process of developing the candidate's specialist skills.

All supervision, observation and assessment of evaluated specialist teaching must be carried out by a course tutor who holds Active AMBDA FE/HE or equivalent.

Learning support must be provided to one learner who has specific difficulties in literacy, and the other who has specific difficulties in literacy and numeracy. No formal diagnosis of dyslexia is required for either learner.

The plans must be dated and must include:

- SMART lesson targets, which clearly define the planned outcomes of the support session and relate to short-term targets
- planned activities to support targets

Evidence requirements

When completing evidence requirements, it is essential to refer to the Learning Outcomes and Assessment Criteria as laid out in the unit above.

Candidates must provide all of the evidence identified below. All evidence must be produced independently.

- resources, including some use of ICT as a learning resource and assistive technology, either one-to-one or with a group
- support strategies to be used
- estimated timings.

The lesson plans must:

- suit the learners' interests and level of maturity
 - refer to support delivered in a one-to-one context and/or through group work
 - meet the needs of the learner(s)
 - be written after delivery and evaluation of the previous lesson and must reflect adaptations/modifications in light of the learners' responses.
- Specialist teaching methods must be structured, sequential, cumulative and multisensory

Evidence requirements

When completing evidence requirements, it is essential to refer to the Learning Outcomes and Assessment Criteria as laid out in the unit above.

Candidates must provide all of the evidence identified below. All evidence must be produced independently.

Learning Outcome 1:

Produce one purpose made learning resource, which supports learning targets.

Learning Outcomes 1, 2, 3 and 4:

At least one session of the specialist teaching support for each learner must be observed by the candidate's assessor who will provide an observation report confirming that the assessment objectives have been met. The observation report must be completed using the form provided for this purpose.

Written feedback on each observation will be provided to the candidates and their responses to this feedback recorded in their portfolio.

Learning Outcome 5:

Candidates will demonstrate that they are familiar with a range of contextual and assistive technology which can assist learners in their journey towards independence. Candidates will show evidence of knowledge and ability to use both assistive and contextual technologies:

- Accessibility tools available on a PC or Mac
- A minimum of 2 commercial assistive technologies e.g. text to speech/speech to text
- A range of commercial contextual technology tools e.g. spelling programmes, mind-mapping etc.

Guidance on assessment and evidence requirements

1 Resources list: It is suggested that centres ask candidates to create a list of resources, imagining that they are setting up a new learning support resource centre. This will include the strengths and weaknesses of different resources, teaching programmes, assistive technology (e.g. Dictaphone, text-to-speak) and context technology (e.g. Wordshark).

They should identify a minimum of three resources for each area:

- Speech and language
- Phonology
- Phonics
- Spelling
- Reading comprehension
- Writing
- Mathematics
- Memory, organisation, sequencing
- Study skills.

2 Teaching Practices The two teaching practices should not be concurrent. However, centres can take responsibility for some flexibility in deciding at what point the second teaching practice can commence. It is intended that candidates will have built up competence during the first teaching practice.

3 Observed lesson The observed lesson should have a minimum duration of 60 minutes. If necessary, specialist teaching sessions may be split into sections of 30 minutes + 30 minutes with justification for this approach.

Where appropriate, assessors may carry out observation of candidate performance via digital recording for the purposes of this unit.

Detailed evaluation of each lesson is not necessary, however, brief comment on the learner's achievement and adaptations planned, as well as the candidate's own performance, teaching methods and resources, should be noted. Each block of specialist teaching support, usually 5 hours, needs to be followed by a succinct formative evaluation which considers:

- development of rapport between teacher (or educator) and learner
- learning environment
- how far targets were met – learners' achievement and areas of difficulty
- use of resources
- teaching methods and pace
- candidate's own learning and achievement
- modifications planned.

Specialist teaching support observed by a tutor/assessor is an important part of the assessment for this element. The timing of the observed lesson needs to be carefully negotiated by the candidate and the tutor involved.

Guidance on assessment and evidence requirements

Resources

Observation record sheet.

Unit 4 – Level 5 / Unit 5 – Level 7 - Evaluation of teaching and learning programmes for individuals with dyslexia and/or other specific learning differences and barriers to literacy

Level:	5
Credit Value:	10
GLH:	15
Unit Number:	K/617/4660
Unit Aim:	Unit 4 in Level 5/Unit 5 in Level 7. This unit will equip candidates to critically evaluate teaching and learning programmes for learners with dyslexia and/or specific learning differences and barriers to literacy. Candidates will compare and contrast the effectiveness of the teaching and learning resources and strategies used. On the basis of this evaluation, candidates will be able to plan further teaching and learning programmes using appropriate methods and resources. This unit will equip candidates to critically evaluate teaching and learning programmes for learners with dyslexia and/or other specific learning differences. Candidates will compare and contrast the effectiveness of the teaching and learning strategies and resources used. On the basis of this evaluation, candidates will be able to plan further teaching and learning programmes using appropriate methods and resources.

Assessment	This unit is centre assessed and quality assured, and externally verified.
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This unit has 6 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Be able to evaluate own lessons for individuals with dyslexia and/or other specific learning differences and barriers to learning at different stages of education in one- to-one and/or group settings.	1.1 Evaluate lessons, including: <ul style="list-style-type: none"> • own performance • teaching methods • teaching resources. 1.2 Evaluate the progress of individuals with dyslexia/specific learning differences and barriers to literacy against SMART lesson targets.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
<p>2 Be able to evaluate the progress of individuals with dyslexia and/ or other specific learning differences and barriers to literacy at different stages of education against programme targets.</p>	<p>2.1 Evaluate individuals' progress against short-term SMART programme targets. 2.2 Evaluate individuals' progress against long-term needs. 2.3 Critically compare the progress of individuals at different stages of education.</p>
<p>3 Understand factors influencing the outcomes of teaching and learning programmes for individuals with dyslexia and/ or other specific learning differences and barriers to literacy at different stages of education.</p>	<p>3.1 Explain influence of individuals' situations on outcomes of teaching and learning programmes. 3.2 Critically review effectiveness of own teaching between different programmes. 3.3 Analyse effectiveness of chosen resources in different programmes. 3.4 Record own continuous professional development (CPD) and identify future needs.</p>
<p>4 Be able to use evaluation to inform subsequent teaching and learning programmes for individuals with dyslexia/specific learning differences and barriers to literacy at different stages of education.</p>	<p>4.1 Use evaluation to modify teaching and learning programmes for subsequent blocks of learning support. 4.2 Justify modifications to the proposed teaching and learning programme.</p>
<p>5 Understand the content and importance of assessments by specialist educators.</p>	<p>5.1 Summarise specialist educators' reports for colleagues. 5.2 Evaluate how assessment reports produced by specialist educators could inform the planning of teaching and learning programmes. 5.3 Explain psychometric testing vocabulary used by specialist educators.</p>

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
<p>6 Be able to communicate the skills, roles and responsibilities of others involved in the education of individuals and/or other specific learning differences and barriers to literacy in current/chosen setting, including parents.</p>	<p>6.1 Explain the roles and responsibilities of others involved in the education of individuals with dyslexia and/or other specific learning differences and barriers to literacy in current/chosen setting, including parents.</p> <p>6.2 Summarise strategies and approaches to teaching and learning programmes and resources used in the setting.</p> <p>6.3 Explain legislative duties and ethical issues impacting on practice in the setting.</p>

Indicative Content: Evaluation of teaching and learning programmes for individuals with dyslexia and/or other specific learning differences and barriers to literacy

Learning Outcome 1:

- Notes on lesson plan
- Short evaluation after each lesson to note effectiveness of methods, resources, own performance
- Review SMART targets.

Learning Outcome 2:

- Impact of structured, sequential, cumulative and multi-sensory approaches
- Literacy skills
- Numeracy skills
- Affective changes in learner behaviour and well-being
- Consider learners' views with regard to targets achieved and persisting difficulties
- Liaison with class/subject teachers/tutors, parents/carers as appropriate
- Attention/listening skills, memory skills, study skills and personal organisation. attitude towards learning
- Intrinsic factors of self- esteem, motivation, emotional well-being and state of health
- Number in group considered
- Make distinctions between the different age and stage of learners
- Adapting targets, timings, resources, materials and pace of lessons to learners' needs.

Learning Outcome 3:

- Evaluate impact of external influences on learning and attainment in different programmes
- Give rationale for the differing outcomes of progress and teaching and learning programmes
- Lesson plans, sequence of lessons, teaching methods, resource
- Pace of delivery and balance of activities
- Consequences of the degree of access to ICT resources, specialist software and assistive technology
- Importance of relationship with learners
- The role of other professionals in relation to the teaching and learning programme
- Effect on learning of the degree and nature of support peers and significant others
- CPD log and planning future CPD.

Learning Outcome 4:

- Reasons for any modifications made
- Opportunities for overlearning, consolidation and integration.

Indicative Content: Evaluation of teaching and learning programmes for individuals with dyslexia and/or other specific learning differences and barriers to literacy

Learning Outcome 5:

- How specialist reports inform candidate's understanding of each learner's needs
- Advice from other professionals to inform their teaching
- Recommendations for teaching targets and teaching methods based on identified needs
- Describing psychometric testing vocabulary to colleagues and other personnel
- Effectiveness of collaboration with colleagues and other personnel
- Referrals to other professionals.

Learning Outcome 6:

- Others may include support workers, personal tutors, parents etc.
- Evidence based practice, research and theories
- Multi-agency practices
- Expectations
- Strategies/multisensory teaching
- Setting targets
- Suitable resources
- Managing, monitoring progress and data relevant to setting
- Institutional improvement
- Ethical issues
- Working with parents
- ICT – contextual and assistive technology
- Professional development of self and others
- Importance of differentiation being used where required in the classroom.

Evidence requirements

When completing evidence requirements, it is essential to refer to the Learning Outcomes and Assessment Criteria as laid out in the unit above.

Candidates must provide all of the evidence identified below. All evidence must be produced independently.

Learning Outcomes 1, 2 and 3:

Candidates will produce an evaluation of their teaching practice to include:

- an evaluation of each lesson before the subsequent lesson is planned, with evidence of brief notes in lesson records of evaluation of successful/less successful teaching and learning, and plans to adapt following lesson
- a record of the assessment after each block of learning support (at about five hours), and at the end of the teaching and learning programme, of learners' progress against short-term targets and long-term needs
- a comparison of the progress of the learners taking into account individual circumstances
- a reflective insight into their own teaching based on consistent and ongoing evaluation of their plans, methods and materials
- feedback from both the learner with literacy difficulties and the learner with literacy and numeracy difficulties during and after lessons, as well as reports from others involved and evidence-based assessment.

Learning Outcome 5:

5.1 and 5.2 Produce two personal reports, each on one side of A4 paper only, demonstrating how they use specialist reports to inform and communicate their own understanding of learners' needs to inform colleagues in their setting.

Each candidate produced report must:

- focus on one individual learner with literacy difficulties
- describe how use of the specialist report has informed their understanding of the learner's needs
- describe how to plan appropriate teaching targets and method for the learner
- demonstrate how the candidate understands and adheres to professional ethics and ways of working
- show how the candidate works collaboratively with other educators and colleagues involved with the learner
- demonstrates that the candidate can recognise when it is advisable, and how, to make referrals to other professionals;

Evidence requirements

When completing evidence requirements, it is essential to refer to the Learning Outcomes and Assessment Criteria as laid out in the unit above.

Candidates must provide all of the evidence identified below. All evidence must be produced independently.

- show that the candidate can understand and make use of advice from other professionals to inform their own teaching.

Both reports should be based on one phase of education and must refer to

- an educational psychologist report
- a specialist teacher report
- speech and language therapy report
- other diagnostic report with suitable data.

5.3 Produce a report demonstrating the ability to communicate psychometric testing vocabulary to colleagues and other professionals. The report must demonstrate the candidate's knowledge of psychometric testing vocabulary including standardised scores, percentiles, descriptors. It must be written in language accessible to a wide variety of readers.

Learning Outcome 6:

Candidates must prepare a presentation for colleagues regarding dyslexia, specific learning differences and barriers to literacy, reflecting the context of their current/chosen setting.

The presentation must include:

- evidence-based practice, research and theories
- multi-agency practices
- expectations for learners
- roles and responsibilities of those working with learners with dyslexia/spld in the setting including legislative duties
- strategies to be used
- setting targets
- suitable resources/adaptations
- managing monitoring progress and data relevant to the setting
- institutional improvement
- ethical issues identified within the context worked
- working with parents.

Unit 1 – Level 7 - Understand theoretical concepts for teaching individuals with dyslexia and/or other specific learning differences and barriers to literacy

Level: 7

Credit Value: 20

GLH: 35

Unit Number: D/617/4638

Unit Aim: Unit 1 in Level 7. This unit will develop candidates' knowledge of theoretical concepts underlying the teaching of learners with dyslexia and/ or other specific learning differences and barriers to literacy. Candidates will review up-to-date literature to identify and evaluate current research and theory and relate these to practice. They will demonstrate their understanding of these concepts by communicating them to others.

Assessment This unit is centre assessed and quality assured, and externally verified.

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Understand theoretical concepts underlying dyslexia and/or other specific learning differences and barriers to literacy.	1.1 Explain how dyslexia and/or other specific learning differences and barriers to literacy can be defined. 1.2 Analyse theoretical models of dyslexia and/or other specific learning differences and barriers to literacy.
2 Understand theoretical concepts underpinning the teaching of individuals with dyslexia and/or other specific learning differences and barriers to literacy.	2.1 Analyse theoretical concepts underpinning the teaching of individuals with dyslexia and/or other specific learning differences and barriers to literacy. 2.2 Critically evaluate perspectives of sector experts on teaching methodologies relating to dyslexia and/or other specific learning differences and barriers to literacy.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
3 Be able to present information on theoretical concepts to other professionals.	3.1 Present balanced reflections on theoretical concepts underlying dyslexia and/or other specific learning differences and barriers to literacy. 3.2 Present balanced reflections on teaching individuals with dyslexia and/or other specific learning differences and barriers to literacy to other professionals.

Indicative Content: Understand theoretical concepts for teaching individuals with dyslexia and/or other specific learning differences and barriers to literacy

Learning Outcome 1:

This learning outcome relates to the neurodiverse nature of specific learning difference itself, not the teaching methodology, for example

- Phonological deficit
- Cerebellar impairment
- Magnocellular deficit.

Learning Outcome 2:

Candidates will be able to apply this knowledge in units 4, 5 and 6.

Knowledge and understanding will be developed throughout the programme of study.

- Relevant and recent research into the teaching of individuals with dyslexia, dyspraxia, ADHD, autistic spectrum disorders, speech and language disorders.
- Analyse, evaluate and critically reflect on current theoretical perspectives and relate reading to all aspects of the course including assessment and teaching.

Related disciplines including medicine and associated disciplines such as speech and language therapy, psychology, or sociology.

Sources must include recent and up-to-date peer reviewed academic journals/books. They could also include newspapers, lectures, seminars, conferences, information from the websites and publications of professional organisations.

Learning Outcome 3:

Presentation shows knowledge and understanding of subject chosen.

Candidate is able to engage in informed discussion with listeners regarding the topic presented.

Evidence requirements

When completing evidence requirements, it is essential to refer to the Learning Outcomes and Assessment Criteria as laid out in the unit above.

Candidates must provide all of the evidence identified below. All evidence must be produced independently.

Learning Outcomes 1 and 2:

Write an extended essay on key theoretical concepts relating to the impact of neurodiversity on literacy and learning.

Centres should provide a choice of essay titles, but candidates should be encouraged to offer their own essay titles.

The titles below provide examples of the level of work that is required.

- a. Compare and contrast the 'analytical' and 'synthetic' approaches to teaching phonics during the early school years with reference to research studies and a selection of published resources. Many adults with dyslexia still have not fully 'cracked the code'. How will identifiable cognitive deficits impact on teaching methods with older learners?
- b. It has been suggested that there is a high level of co-occurrence between dyslexia and other specific learning differences. Discuss this in the light of current research, with consideration of the impact this will have on specialist teachers' practice.
- c. Lack of fluency and automaticity of skills are claimed by some theorists to be deficits associated with dyslexia. Refer to the research supporting this view and discuss its implications for both assessment and teachers of learners with dyslexia.
- d. How current neurological research enlightens practical approaches to teaching people with dyslexia or literacy differences.
- e. Inefficient working memory is usually considered an underlying factor in dyslexia. Referring to current theories of dyslexia, discuss the role of working memory in learning and the implications of this for assessing and supporting learners with dyslexia.

The essay must:

- identify key theoretical issues relating to the chosen concepts
- include an analysis, evaluation and critical reflection on the current theoretical perspectives
- show understanding of relevant theories from related academic disciplines
- show relationship of research to practice
- show how the candidate will apply findings to own practice.

The essay should comply with Masters' level English writing and be laid out:

Evidence requirements

When completing evidence requirements, it is essential to refer to the Learning Outcomes and Assessment Criteria as laid out in the unit above.

Candidates must provide all of the evidence identified below. All evidence must be produced independently.

- clearly, legibly and presented to a high standard
- in a logical structure
- using accurate grammar, spelling and punctuation
- concluding with a reference list, relating to current theoretical concepts and frameworks, using standard conventions for referencing quotations and references (e.g. Harvard referencing)
- approximately 5000 words in length. (Maximum deviation acceptable is 10% on either side: 4500-5500 words).

Appendices may be added if appropriate and are not included in the word count.

Learning Outcomes 3:

Produce and deliver a presentation to others relating to neurodiversity, literacy and learning.

Evidence for this may be produced within the group setting where the candidate presents to the rest of the group. Alternatively, evidence could be provided from an observed session from the candidate's own professional context where the candidate is presenting or teaching for example to a group of parents, teaching assistants, teachers, lecturers or employers.

For the presentation, candidates should choose from the following topics:

- a. Illuminating current initiatives relating to dyslexia and literacy differences.
- b. Presentation of information relating to the topic/additional need the candidate has researched for Unit 6.

The presentation must be a minimum of 10 minutes and maximum 20 minutes. (Whether the presentation is delivered live or presented as a recording, it must be observed in its entirety by the assessor).

- There should be evidence of the candidate answering questions in response to this presentation. This should be approximately 5 minutes in addition to the time taken for the presentation.
- Presentations must be accompanied by visual material and handouts or other relevant materials as appropriate.
- If evidence of this presentation is provided on DVD/memory stick/digital/electronic recording, relevant accompanying notes should be provided for the assessor.

Unit 2 – Level 7 - Understanding psychometric and educational assessment methods in the context of dyslexia and/or other specific learning differences and barriers to literacy

Level: 7

Credit Value: 20

GLH: 30

Unit Number: M/617/4661

Unit Aim: Unit 2 in Level 7. This unit will equip the candidate to understand the principles of psychological and educational assessment. Candidates will learn how to select appropriate assessment materials to determine the presence of dyslexia and/or other specific learning differences, to justify their selection. Candidates will also learn how to administer tests and to interpret both quantitative and qualitative outcomes.

Assessment This unit is centre assessed and quality assured, and externally verified.

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
<p>1 Understand how patterns associated with dyslexia and/or other specific learning differences and barriers to literacy are reflected in the results of underlying ability tests.</p>	<p>1.1 Explain concepts of underlying ability. 1.2 Explain how underlying ability is measured. 1.3 Describe expected patterns of scores associated with dyslexia and/or other specific learning differences and barriers to literacy in underlying ability tests.</p>
<p>2 Understand types of assessment procedures available to assess for the presence of dyslexia and/or other specific learning differences and barriers to literacy.</p>	<p>2.1 Analyse assessment procedures including: <ul style="list-style-type: none"> • standardised tests • diagnostic tests 2.2 Explain information given in test manuals, including: <ul style="list-style-type: none"> • technical terminology • statistical data. </p>

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
<p>3 Understand the importance of selecting appropriate published tests and assessment procedures for dyslexia and/or other specific learning differences and barriers to literacy.</p>	<p>3.1 Critically compare tests and procedures for use in assessing:</p> <ul style="list-style-type: none"> • literacy attainments • numeracy attainments • attributes associated with dyslexia and/or other specific learning differences and barriers to literacy. <p>3.2 Analyse impact of intrinsic and extrinsic factors on test performance.</p> <p>3.3 Justify selection of tests and assessment procedures to suit specific assessment situations.</p>
<p>4 Understand how to work within professional and ethical frameworks in relation to assessment.</p>	<p>4.1 Analyse expected ethical standards and professional practice in assessment.</p> <p>4.2 Explain how tests to determine the presence of dyslexia and/or other specific learning differences and barriers to literacy are administered within a professional and ethical framework.</p>
<p>5 Understand how to interpret quantitative and qualitative outcomes of assessments.</p>	<p>5.1 Describe expected patterns of scores and outcomes from assessments associated with dyslexia and/or other specific learning differences and barriers to literacy, including:</p> <ul style="list-style-type: none"> • attainment tests • underlying ability tests • diagnostic assessments. <p>5.2 Explain relationships between quantitative data and qualitative information obtained from assessments.</p> <p>5.3 Evaluate benefits of quantitative data and qualitative information obtained from assessments.</p>

Indicative Content: Understanding psychometric and educational assessment methods in the context of dyslexia and/or other specific learning differences and barriers to literacy

Learning Outcome 1:

- Concepts of underlying ability: - verbal compared with abstract/non-verbal cognition, differing views of underlying ability such as inherited *versus* acquired
- Assessment of underlying ability: underlying ability tests and profiles associated with major learning differences (specific and general)
- Verbal and non-verbal reasoning tests available to teachers and/or specialist teachers.

Learning Outcome 2:

- Standardised tests compared with informal procedures
- Tests of ability compared with attainment
- Normative tests compared with criterion-referenced or curriculum-based tests
- Impact of cultural/environmental factors and learning opportunities on test performance, including English as an additional or other language; Impact of health and emotional factors (including tester/testee relationship) on test performance
- Relative value of 'snapshot'/one-off assessment compared with formative assessment over time
- Defining features of standardised tests: - prescribed materials, administration and scoring
- Relevance of size of sample and nature of population on which test was developed
- Standardisation and norms
- Reliability and validity of tests
- Normal distribution curve, mean and standard deviation
- Raw scores and derived scores: standard scores, percentiles, scaled scores
- Correlation coefficients – probability and significance
- Standard error of measurement; confidence intervals; prevalence
- Relative value of screeners, computerised testing and individualised full diagnostic assessment.

Learning Outcome 3:

- Technical information: purpose and nature of test, sample size and population where norms were developed, age range of test, validity of test, reliability (including extremes of age range), scoring systems (mean and standard deviation), materials needed and instructions for administration (individual/group)
- Individual and group tests appropriate to the age and ability of learners covering:
 - Reading – word level (non-words, graded and high-frequency words): recognition compared with phonemic decoding; accuracy and fluency
 - Reading – text level: silent and oral reading; comprehension, accuracy and fluency
 - Writing – word level: spelling (graded and high-frequency words)
 - Writing – text level: spelling; fluency; handwriting; punctuation; grammar; structure

Indicative Content: Understanding psychometric and educational assessment methods in the context of dyslexia and/or other specific learning differences and barriers to literacy

and content

- Numeracy skills – knowledge and recall of number facts; mental arithmetic; mathematics language; life skills
- Verbal and non-verbal ability
- Phonological processing – phonological awareness, phonological memory and rapid naming
- Auditory sequential and working memory
- Speed of visual processing
- Visual motor integration.

Learning Outcome 4:

- Sensitivity to and respect for feelings of learner
- Safeguarding the learner
- Confidentiality and security of assessment data and personal information concerning those assessed, ensuring compliance with the current legislation
- Importance of professional liability/insurance.

Learning Outcome 5:

- Differences between underlying ability, attainment and cognitive processing
- Comparing the differences between standardised scores obtained from assessments with background information, strategies used and behaviour observed during the assessment.

Evidence requirements

When completing evidence requirements, it is essential to refer to the Learning Outcomes and Assessment Criteria as laid out in the unit above.

Candidates must provide all of the evidence identified below. All evidence must be produced independently.

Learning Outcome 1, 2 and 3:

Produce a brief summary of assessments of underlying ability, attainment and cognitive processing for individual learners with dyslexia and/or other specific learning differences to include the following terminology: reliability; validity; normal distribution curve; raw scores; derived scores; standard score; scale score; percentiles; standard error of measurement; confidence intervals; prevalence.

The summary must:

- include a brief summary (age range, purpose and description) of each test
- summarise the advantages and disadvantages of chosen tests.

Learning Outcomes 1, 2, 3, 4 and 5:

Write a review to cover:

- the factors which influence the prioritisation of selected tests to show which could be excluded in particular circumstances
- select appropriate group tests for screening abilities and attainments for specific year/age groups
- interpret different patterns of scores on underlying ability and other tests of cognitive processing appropriately with regard to specific patterns of learning differences
- recognise the difference between standardised, criterion-referenced and curriculum-based tests and know when it is appropriate to use which method of assessment
- evaluate the impact of intrinsic and extrinsic factors on attainments and test performance, including English as an additional or other language
- ensure confidentiality and discretion with regard to information they may obtain about learners and their families and the need to maintain securely stored records
- ensure that they are properly insured, so that their clients, as well as they themselves, are protected in the event of legal proceedings.

Guidance on assessment and evidence requirements

The aim of this unit is to ensure that candidates have knowledge of a range of appropriate assessment resources for the age range they work with, not that they are fully conversant with every test ever published.

Candidates must produce an assignment to meet all the evidence requirements for this unit. This assignment is likely to be approximately 3000 words, not including appendices. Candidates will not be penalised for exceeding this word count but should be encouraged to write succinctly and avoid repetition.

Candidates should be mindful of the level of this assignment. The assignment should be produced independently and show a good level of knowledge, understanding and reflection commensurate with Level 7 expectations. It should be clearly structured. Spelling and grammar should be accurate. Candidates must avoid copying lengthy passages and all text from other sources must be fully referenced using a recognised academic referencing system. All published tests discussed should be similarly referenced.

Unit 3 – Level 7 - Assessing individuals for dyslexia and other specific learning differences

Level:	7
Credit Value:	20
GLH:	30
Unit Number:	T/617/4662
Unit Aim:	Unit 3 in Level 7. In this unit candidates will carry out action research relating to complex issues and barriers to learning arising out of their practice in working with learners displaying dyslexia and/or other specific learning differences. They will plan, implement and critically evaluate appropriate actions.
Assessment	This unit is centre assessed and quality assured, and externally verified.

This unit has 6 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Be able to judge appropriate courses of action following referrals for individuals experiencing difficulties in learning.	1.1 Analyse factors underpinning referrals. 1.2 Identify courses of action. 1.3 Justify courses of action.
2 Be able to design assessment sessions based on background information for individuals experiencing difficulties in learning.	2.1 Justify design of assessment sessions to suit the needs of individuals, including: <ul style="list-style-type: none"> assessment procedures resources.
3 Be able to apply regulations and guidance regarding access arrangements for examinations for individuals with specific learning differences.	3.1 Justify selection of assessment tests to provide information necessary for access arrangement applications. 3.2 Justify recommendations for access arrangements for individuals with dyslexia and/or other specific learning differences.
4 Be able to conduct assessment sessions.	4.1 Implement assessment for individuals with dyslexia and other specific learning differences.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
<p>5 Be able to interpret outcomes of assessment.</p>	<p>5.1 Interpret individuals' performance in standardised tests using test manuals.</p> <p>5.2 Compare profiles of individuals' attainments against expected standards.</p> <p>5.3 Analyse outcomes of the assessment process to determine the nature and extent of individuals' learning difficulties.</p>
<p>6 Be able to communicate outcomes of assessment for individuals with dyslexia and other specific learning difficulties to others involved in individuals' education.</p>	<p>6.1 Justify outcomes of assessment to others involved in individuals' education.</p> <p>6.2 Apply procedures for maintaining records of discussions and feedback.</p> <p>6.3 Review and revise recommendations based on feedback.</p>

Indicative Content: Assessing individuals for dyslexia and other specific learning differences

Learning Outcome 1:

- Presenting difficulties
- Current personal, educational, developmental history and/or employment needs
- At risk factors
- Previous and current referrals
- Family, medical and educational/employment history
- Presenting strengths and weaknesses
- Relevant personnel e.g. teacher, educational psychologist, speech and language therapist, human resources
- Data protection issues
- Range of purpose, e.g.
 - exam/access arrangements
 - career
 - school choice
 - access to higher education
 - disabled student allowances
 - workplace

Learning Outcome 2:

- Educational stage, age and current attainments of learner
- Standardised and criterion-based tests for reading, writing and numeracy skills, underlying verbal and non- verbal ability and cognitive processing tests covering phonological processing, auditory sequential and working memory; visual processing speed and visual motor integration
- Timings
- Environment
- Assessment resources
- Materials.

Learning Outcome 3:

- Current and up to date regulations and guidance of awarding body or national organisation which oversees access arrangements at an appropriate level
- Roles and responsibilities of staff in chosen educational setting
- Having regard to due dates/deadlines and time needed by others to fulfil their own responsibilities
- For one full diagnostic report, candidates should choose a learner who requires an assessment for access arrangements in examinations under the current standards
- Produce clear and succinct information for others to use
- Information aimed at two separate groups. Either:
 - Parents or carers of learner (in primary settings) **OR** learner themselves (Secondary and post 16)

Indicative Content: Assessing individuals for dyslexia and other specific learning differences

- Other teachers or lecturers as appropriate.
- Information communicated in an accessible format for others e.g. learners, parents, teachers, lecturers.
- Reports give relevant information only in clear, brief and accessible manner.
- Reports recommend appropriate access arrangements for learner.
- Reports are word- processed using standard English, accurate spelling, punctuation and grammar.
- Regulatory bodies' procedure for reporting access arrangements are used.
- Reports must be written in language accessible to a wide variety of readers.

Learning Outcome 4:

The outcome must be a full diagnostic assessment. The candidate must show they can:

- Welcome individuals, introduce self, process and aim of assessment
- Explain purpose and nature of tests
- Invite individuals to voice own views and concerns
- Provide ongoing feedback to individuals
- Show expected professional behaviour in a test situation
- Use effective verbal and non-verbal communication
- Provide feedback according to the parameters of standardised tests
- Sequence activities to provide balance and variety
- Administer tests according to test manual
- Manage time to elicit useful information
- Use administration instructions in test manuals
- Understand the purpose of test and procedures used
- Adapt in exceptional circumstances
- Amend plan to suit individual needs if required
- Record individuals' responses
- Record behaviours and strategies in different tasks
- Use discreet methods of recording responses and observations
- Make note of learner's metacognition.

Learning Outcome 5:

- Record raw scores
- Calculate and record derived scores
- Comment on validity of scores and the intrinsic and extrinsic factors affecting validity including: standard scores, confidence intervals, verbal descriptors and, where appropriate, percentiles
- Comment on normal development of literacy
- Describe skills involved in spelling/reading/free writing/numeracy
- Describe word reading skills and strategies
- Describe Miscue analysis of text reading
- Describe reading fluency and comprehension

Indicative Content: Assessing individuals for dyslexia and other specific learning differences

- Analyse spelling attainments and skills at word level
- Analyse spelling attainments/ free writing/numeracy skills
- Evaluate attainment in relation to learner's every day needs and skills
- Describe normal development of verbal and non-verbal ability
- Describe obstacles to development of verbal and non-verbal skills
- Analyse verbal and non-verbal ability responses
- Describe cognitive processing, e.g.
 - speed of visual processing
 - auditory, sequential and working memory
 - phonological processing
 - Make reference to background information
- Differential diagnosis
- Describe neurodiversity factors.

Learning Outcome 6:

- Others may include:
 - individuals
 - colleagues
 - other professionals involved in supporting individuals
 - non-professionals involved with individuals
 - awarding bodies
- Overall pattern of abilities and attainments summarised and related to dyslexia and/or other specific learning differences and barriers to literacy profiles
- Skills and strategies are viewed from a developmental perspective
- Strengths and weaknesses compared
- Findings related to background information and reasons for referral
- Succinct, clearly presented and structured language accessible to recipients
- Reasons for referral given and summary of background information including reports from others
- Technical terms explained
- Conclusions explained
- Main recommendations set out in form of long term needs and short term targets
- Feedback to learners, parents/carers, teachers, colleagues, employers and support staff
- Data protection issues, tribunals, employment law case conferences, unemployment
- Be appropriate for Learner, parent, carer, family members
- Reports must be written in language accessible to a wide variety of readers.

NB – Reports must be written in the current SASC format as well as following SASC criteria for evaluation.

Evidence requirements

When completing evidence requirements, it is essential to refer to the Learning Outcomes and Assessment Criteria as laid out in the unit above.

Candidates must provide all of the evidence identified below. All evidence must be produced independently.

NB: Candidates must complete three full diagnostic reports during this unit to SASC/APC standards:

LO3: in the context of access arrangements

LO4 and LO5: two full diagnostic reports

Learning Outcome 1:

Produce two questionnaires/interview schedules (e.g. one for the learner's parents and/or the learner and another for class teacher/learning support tutor/workplace mentor) for each learner.

Learning Outcomes 1:

Produce a case history of each individual learner which summarises the reasons and background to the referral.

Learning Outcome 2:

Complete these as appropriate for each of the three assessment case studies
Produce an assessment session plan, including brief notes explaining the reasons for choice of assessment procedures and resources, showing how these have been devised and prepared to meet the needs of the individual learner and how they will support the purpose of the assessment.

Evidence requirements

When completing evidence requirements, it is essential to refer to the Learning Outcomes and Assessment Criteria as laid out in the unit above.

Candidates must provide all of the evidence identified below. All evidence must be produced independently.

Learning Outcomes 3:

Prepare and deliver a short presentation (minimum 10 minutes, maximum 15 minutes) about access arrangements for learners with literacy difficulties. This should be aimed at other professionals in the institution or context in which the candidate intends to work, but will be delivered to peer group, work colleagues etc. This can be assessed live in centres or produced as DVD/memory stick/digital/electronic evidence provided to centre assessors.

In the report referring to access arrangements, the candidate should produce a short rationale explaining the educational setting or context of one learner with literacy difficulties and his/her examination requirements or choices.

Produce a full diagnostic report that also justifies access arrangements relevant to educational setting of the learner and in compliance with national regulatory requirements. This should consider the wider context of learning history, provision, earlier testing and any required current testing.

A full diagnostic report should include:

- relevant personal history
- attainment
- underlying ability
- cognitive processing
- summary and conclusion of findings
- recommendations.

The purpose of the report is not only to offer a diagnostic label but should explore strengths and weaknesses and how these will impact on the learner's environment. Furthermore, recommendations should include skills and strategies for support learning.

NB – Reports must be written in the current SASC format as well as following SASC criteria for evaluation. They must be written in language accessible to a wide variety of readers. Pre-16 and Post-16 report formats are available and must be used appropriately. The final report must be evaluated by a person holding an APC.

Evidence requirements

When completing evidence requirements, it is essential to refer to the Learning Outcomes and Assessment Criteria as laid out in the unit above.

Candidates must provide all of the evidence identified below. All evidence must be produced independently.

Learning Outcome 3:

Complete a minimum of 3 learner case studies, given by the Centre, containing e.g. JCQ Form 8 information (i.e. the history of difficulties, current difficulties and support and adjustments in place for the learner in the classroom, tests, and examinations) to show the candidate understands which assessments they would use to provide the evidence required to satisfy e.g. Access Arrangements Online or the equivalent.

Learning Outcomes 4 and 5:

Carry out a diagnostic assessment with one learner; at least one hour of this must be observed by an assessor either in person or digitally/electronically.

The candidate must:

- initiate and sustain a positive relationship with a learner in an assessment situation
- show evidence that tests have been administered correctly
- make accurate records during assessment
- manage the session so that the maximum useful information is gained during a limited time
- show evidence that tests have been correctly scored by the candidate
- show evidence that the candidate has converted raw scores to standardised scores with confidence intervals correctly calculated.

For the observed session of the diagnostic assessment, the candidate's assessor must complete a Diagnostic Assessment Observation Report confirming that the assessment objectives have been met. The observation report must be completed using the prepared form for this purpose.

Learning Outcomes 5 and 6:

Produce diagnostic reports relating to the standardised and non-standardised assessment carried out, concerning the learner's specific learning differences.

NB – Reports must be written in the current SASC format as well as following SASC criteria for evaluation. They must be written in language accessible to a wide variety of readers. Pre-16 and Post-16 report formats are available and must be used appropriately.

Evidence requirements

When completing evidence requirements, it is essential to refer to the Learning Outcomes and Assessment Criteria as laid out in the unit above.

Candidates must provide all of the evidence identified below. All evidence must be produced independently.

Learning Outcome 6:

Compile 3 full diagnostic assessment reports of the assessment data collected, which comply with current SASC format as well as SASC criteria for evaluation to include correct scoring of all standardised tests, with raw scores converted into standard scores and confidence intervals, together with accurate verbal descriptions of these. Pre-16 and Post-16 report formats are available and must be used appropriately.

A full diagnostic report should include:

- relevant personal history
- attainment
- underlying ability
- cognitive processing
- summary and conclusion of findings
- recommendations.

The purpose of the report is not only to offer a diagnostic label but should explore strengths and weaknesses and how these will impact on the learner's environment. Furthermore, recommendations should include skills and strategies for support learning.

Guidance on assessment and evidence requirements

Candidates will administer tests taking into account the learner's composure and comfort and interpret results of test and other evidence of learner's skills.

Candidates should be aware that it is not always appropriate to carry out assessments, e.g. when a learner is already being supported by, or has recently been assessed by, another professional and so careful investigation of the background to the referral is necessary.

Tests should be carefully chosen to maximise understanding of the learner's strengths and weaknesses and to aid planning of effective learning support. They may include both standardised and criterion-referenced tests and should be appropriate for the age/ability of the learner. For formal assessment reports, the use of recent editions of tests based on up-to-date theory and research are expected.

It is expected that candidates will be observed for a minimum of 1 hour, during which time correct administration of a range of standardised tests and assessment procedures should be seen. It is not necessary for assessors to observe each session 'live' – assessment may be carried out through the observation of a digital/DVD/memory stick/electronic recording. It is worth noting that candidates can learn a great deal from observing themselves via a recording.

Double-checking of the scoring of any standardised tests is required of both raw scores and any derived scores as 100% accuracy is expected. All working papers must be attached to the DAR (Diagnostic Assessment Report) when submitted for external verification.

Differential diagnosis and neurodiversity

Differential diagnosis is not always possible or indeed necessary in assessments. A discrepancy between ability and attainment is no longer the only requirement for a diagnosis. Neurodiversity focusses on discrepancies within cognitive processing skills.

Unit 6 – Level 7 - Relating theoretical and methodological perspectives to practice in the context of dyslexia and/or other specific learning differences and barriers to literacy

Level:	7
Credit Value:	20
GLH:	30
Unit Number:	A/617/4663
Unit Aim:	Unit 6 in Level 7. In this unit candidates will carry out action research relating to complex issues and barriers to learning arising out of their practice in working with learners displaying dyslexia and/or other specific learning differences. They will plan, implement and critically evaluate appropriate actions.
Assessment	This unit is centre assessed and quality assured, and externally verified.

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Be able to conceptualise complex issues arising from own professional practice as a focus for further investigation.	1.1 Critically analyse own area of work in relation to complex issues. 1.2 Justify prioritisation of issues identified.
2 Understand different theoretical and methodological perspectives and how they affect the area of study or work.	2.1 Critically evaluate literature/information relating to issues identified in own practice.
3 Be able to develop strategies to address complex issues	3.1 Identify potential solutions. 3.2 Assess feasibility of solutions. 3.3 Justify proposed solutions.
4 Be able to manage the implementation of planned strategies.	4.1 Manage discussions on planned strategies. 4.2 Identify how to monitor progress of planned strategies. 4.3 Implement monitoring processes for planned strategies. 4.4 Review results/feedback from monitoring processes adopted.
5 Be able to evaluate effectiveness of own practice in responding to complex issues.	5.1 Critically evaluate solutions adopted. 5.2 Critically reflect upon own effectiveness as a practitioner responding to complex issues.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
<p>Indicative Content: Relating theoretical and methodological perspectives to practice in the context of dyslexia and/or other specific learning differences and barriers to literacy</p>	
<p>Learning Outcome 1:</p> <p>Reflective practice, may include for example:</p> <ul style="list-style-type: none"> • specific learning differences masked by other influences (e.g. EAL) • profound difficulties with number • emotional difficulties associated with SpLD. 	
<p>Learning Outcome 2:</p> <ul style="list-style-type: none"> • Literature review • Technologies • Resources • Assessment methods. 	
<p>Learning Outcome 3:</p> <ul style="list-style-type: none"> • Resources available • Expertise available. 	
<p>Learning Outcome 4:</p> <ul style="list-style-type: none"> • Environment, resources (e.g. IT) • Observation, records, products, i.e. obtaining/ recording feedback. 	
<p>Learning Outcome 5:</p> <ul style="list-style-type: none"> • What may have been done differently i.e. lessons learned • Show how research has or has not been used to support own practice • Identify adaptations made to own practice as theoretical knowledge and understanding develops • Make links between own practice and references in the literature. 	

Evidence requirements

When completing evidence requirements, it is essential to refer to the Learning Outcomes and Assessment Criteria as laid out in the unit above.

Candidates must provide all of the evidence identified below. All evidence must be produced independently.

Learning Outcome 1:

Collect a learner's comprehensive background information from questionnaires/interviews within the context of learning and include details from the perspective of the learner, teacher and/or parent/carer.

Learning Outcome 2:

Produce records of an assessment session appropriate to the learner's needs which includes:

- analysis and interpretation of assessment data and findings
- summary of individual strength and weaknesses.

Learning Outcomes 1 and 2:

Produce a profile of an individual learner with specific learning differences in one of the following contexts:

Either

A learner with literacy difficulties in a different phase of education (primary, secondary, post-16) from that of the learners taught in Unit 4.

Or

A learner with different and particular underlying difficulties from the learners taught in Unit 4 e.g. dyspraxia, ADHD, speech or language impairments, autistic spectrum disorders.

Or

A learner in a different context of learning to the learners in Unit 4, e.g. English as an additional language/multilingualism, pupil referral unit or penal institution.

Or

A learner within the context of learning mathematics, music or foreign languages.

The profile must:

- include details of the learner's background (including any developmental factors) educational history, life experience, interests and attitude to learning
- show how this phase of learning has impacted on the learner and highlight any particular difficulties that are being experienced in the context of this learning or particular curriculum area
- a detailed analysis of reading, writing and/or mathematics performance, and other skills and strategies, individually assessed by the candidate, taking into account learner's affective needs
- an outline of strengths and weaknesses with regard to the literacy/numeracy skills of the learner
- a map of attainments against objectives at word, sentence and text level to a national strategy or curriculum, showing achievements in relation to age/year group or against the Basic Skills Curriculum or Functional Skills Curriculum
- a summary of the outcomes, including the recognition of error patterns, strategies, learning styles and behaviour
- summarise the strategies to be developed which will address the complex issues identified within the profile
- include references to appropriate literature and a bibliography
- be approximately 1500 - 2000 words.

Learning Outcome 3

Produce an assessment plan which may take into account previous assessment reports but includes own assessments appropriate to area of study.

Carry out a supervised base line assessment of a learner to establish the starting point of the teaching programme.

Learning Outcome 4:

Produce a plan for a teaching programme for 10 hours teaching over a minimum of eight weeks divided into two blocks of approximately five hours each. This plan must then be delivered by the candidate.

The plan should include the following:

- an outline considering other needs for support, e.g. personal organisation; study skills, confidence
- long-term aims for learning support for 6-12 months
- short-term SMART targets for both five-hour blocks of learning support.

Learning Outcome 5:

Produce an evaluation of the effectiveness of own practice in responding to the complex issues addressed in tasks 1, 2, 3, 4 and 5. Include the following:

- a critical evaluation of the solutions adopted
- a reflection upon own effectiveness as a practitioner responding to the complex issues identified within the profile.

Guidance on assessment and evidence requirements

The evidence produced should be related to the candidate's chosen area of study.

Candidates must produce evidence based on learners with distinctly different needs and/or patterns of difficulty to those assessed/taught previously. However, candidates need to be advised to choose an area of study which is relevant to their normal working context or planned career progression.

Evidence within the learning outcomes and assessment criteria of the unit needs to be closely linked. Candidates should be advised to do work for this element concurrently with the study which is an assessment objective for Unit 1 so that research/investigation might inform teaching (and vice versa).

Candidates might find it useful to revisit the assessment criteria in earlier units to review the more detailed guidance on assessment and assessment resources which is provided there.

Candidates will, however, need to apply their existing knowledge, understanding and skills of assessment to the specific area of educational provision that they have chosen for their study; they also need to modify methods and resources to the needs of a different learner. In carrying out an assessment of the learner identified for this unit, it should be made clear to candidates that they may draw on existing assessment reports prepared by other professionals e.g. educational or occupational psychologists, speech and language therapists, occupational therapists, medical professionals, teachers, tutors or social workers.

They will not be expected to repeat assessments already carried out where this is clearly unnecessary but will carry out sufficient assessment of their own to supplement or update existing information and to plan a programme of teaching which they themselves can follow. The evidence provided by candidates should reflect their developing understanding of their area of study. Centres may choose to allow candidates to use the assessment data to write a full Diagnostic Assessment Report for Unit 3.

Candidates could expect to receive guidance from Centres in choosing the focus of their special study but they need to be prepared to pursue independent reading and investigation. Centres would not necessarily have to support this element by a specific series of lectures though they will be expected to guide candidates as to appropriate research, resources and contacts.

They will also need to be able to call on assessors with expertise in the specific area being studied by the candidate for this unit. Some centres will feel they are able to offer specialist expertise to support/assess candidates in a particular area of provision (e.g. mathematics, music, other SpLDs) and it may be possible for centres to share/exchange such expertise.

A study of dyslexia and music would usually be understood to relate to the teaching of instrumental and vocal music to learners with SpLD (dyslexia). The difficulties encountered by dyslexic learners in this curricular area might be in reading musical notation, memory, organisation or co-ordination. Candidates undertaking this special study would need to hold relevant prior qualifications in instrumental teaching and have access to individual or very small group teaching.

Appendix 2 – Useful Publications and Links

JCQ publications <http://www.jcq.org.uk> :

- Access Arrangements and Reasonable Adjustments
- Special Consideration
- Suspected Malpractice in Examinations and Assessments.

SpLD Assessment Standards Committee <https://www.sasc.org.uk/>

- SpLD Assessment Tools
- Downloadable resources

Other resources

The Dyslexia Trust have produced 'The Literacy and Dyslexia-SpLD Professional Development Framework', <http://framework.thedyslexia-spldtrust.org.uk/> Centres may find this useful as a tool to use:

- when deciding which level of qualification would be most suitable for a candidate;
- during induction
- or to direct candidates to as a library of useful resources to use in their assignment work or working practice.

Other useful websites

1. Associated Board of the Royal Schools of Music (ABRSM), <http://www.abrsm.org/en/home>
2. Association for all speech-impaired children (Afasic), <http://www.afasicengland.org.uk>
3. Attention Deficit Disorder Information and Support Service, www.addiss.co.uk
4. British Dyslexia Association, <http://www.bdadyslexia.org.uk>
5. British Association of Occupational Therapists; College of Occupational Therapists, <http://www.cot.co.uk/Homepage>
6. British Psychological Society, <https://www.bps.org.uk/>
7. British Society of Audiology, <http://www.thebsa.org.uk>
8. Chartered Society of Physiotherapy, <http://www.csp.org.uk>
9. Department for Education, <http://www.education.gov.uk>
 - a. SEN Toolkit, <https://councilfordisabledchildren.org.uk/resources/all-resources/filter/schools-colleges-and-fe/sen-and-disability-early-years-toolkit>
 - b. The National Curriculum for 5 to 11 year olds, <https://www.gov.uk/national-curriculum>
10. Driver and Vehicle Standards Agency (DVSA)
 - a. <https://www.gov.uk/government/organisations/driver-and-vehicle-standards-agency>
11. Higher Education Funding Council for England, www.hefce.ac.uk
12. Institute of Optometry, <http://www.ioo.org.uk/>
13. Joint Council for Qualifications, www.jcq.org.uk
14. Legislation.gov.uk, <http://www.legislation.gov.uk>
15. Cambrian Group, <http://www.cambiargroup.com/>
16. Patoss: The Professional Association of Teachers of Students with Specific Learning Difficulties, www.patoss-dyslexia.org
17. Quality Assurance Agency for Higher Education, www.qaa.ac.uk
 20. SASC: SpLD Assessments Standards Committee, <http://www.sasc.org.uk/>
 21. The Dyspraxia Foundation, <http://dyspraxiafoundation.org.uk>
 22. Learning and Work Institute, <http://www.learningandwork.org.uk/>
 23. The Royal College of Speech and Language Therapists, www.rcslt.org

Publications

Brooks, G. What Works for Children with Literacy Difficulties? The Effectiveness of Intervention Schemes, Third Edition, (2007), DCSF, <https://www.interventionsforliteracy.org.uk/wp-content/uploads/2017/11/What-Works-5th-edition-Rev-Oct-2016.pdf>

Castiglione L (2019), The Assessing the need for Access Arrangements in Examinations: A Practical Guide - Fifth Edition, PATOSS.

Chinn, S. and Ashcroft, R. (3rd edition 2006) Mathematics for Dyslexics: including Dyscalculia, John Wiley & Sons Ltd, Chichester, West Sussex

Cogan, J. & Flecker, M. (2007) Dyslexia in Secondary School. Whurr Publishers Ltd, London

Henderson, A (2012) Dyslexia, Dyscalculia and Mathematics, Routledge, Oxon

JONES, A. and KINDERSLEY, K. (2013) "Dyslexia: Assessing and Reporting Second Edition, The Patoss Guide" Hodder Education

Kelly K and Philips S (2014) Teaching Literacy to Learners with Dyslexia, Second Edition, SAGE

McLoughlin, D., Leather, C. & Stringer, P. (2013) The Adult Dyslexic Interventions and Outcomes, Second Edition, Whurr Publishers Ltd, London

Milne, D (2005) Teaching the brain to read, SK Publishing

Mortimore, T (2nd edition 2008) Dyslexia and Learning Style. A Practitioner's Handbook, Wiley-Blackwell, West Sussex

PHILLIPS, S., KELLY, K. S. and SYMES, L. (2018) "Assessment of Learners with Dyslexic-Type Difficulties (Second Edition)" Sage

Politt, R., Pollock, J. and Waller, E. (2nd edition 2004) Day-to-Day Dyslexia in the Classroom, Routledge Falmer, London

Reason R and Boote R (1994) Helping Children with Reading and Spelling: A Special Needs Manual, Routledge, London

Reid G (Fifth edition 2016) Dyslexia – A Practitioner's Handbook, John Wiley & Sons Ltd, Chichester, West Sussex

Reid, G. & Wearmouth, J eds (Second Edition 2010) Dyslexia and Literacy: Theory and Practice, John Wiley & Sons Ltd, Chichester, West Sussex

Thomson M E & Watkins E J (Second Edition 1998) Dyslexia A Teaching Handbook, Whurr Publishers Ltd, London

White A and Saunders C (2001) How Dyslexics Learn, Patoss

Major publishers

Wiley

The Atrium, Southern Gate, Chichester, West Sussex. PO19 8SQ

Email: customer@wiley.co.uk

Website: <http://eu.wiley.com/WileyCDA/Section/id-301698.html#country3>

Heinemann

Heinemann, PO Box 6926, Portsmouth.

Email: custserv@heinemann.com Website: www.heinemann.com

Routledge

Bookpoint, 130 Milton Park, Abingdon, Oxon. OX14 4SB,

Email: book.orders@tandf.co.uk Website: <https://www.routledge.com/>

Hodder and Stoughton –

338 Euston Road, London. NW1 3BH

Website: www.hodder.co.uk

AMS Educational – <https://www.amseducational.co.uk/>

PO Box 150, Winsford, Cheshire. CW7 3WA

e-mail: sales@amseducational.co.uk

Patoss Patoss, PO Box 10, Evesham, Worcs, WR11 1ZW

Website: <https://www.patoss-dyslexia.org/Books>

Sage Publications

1 Oliver's Yard, London, EC1Y 1SP

Email: orders@sagepub.co.uk



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