

Frequently Asked Questions on OCR's Level 5 and Level 7 Diploma in Teaching and Assessing Learners with Dyslexia/Specific Learning Difficulties (scheme codes 10218 and 10219)

<p>Question (NEW!)</p>	<p>I am embarking on a re-sit of Unit 3 of the Level 7 Diploma in 'Teaching and Assessing Learners with Dyslexia/SpLD's'. This unit requires an Assessment Plan for Assessing learners' need for access arrangements. As I teach in Primary schools, I would need to do this for a pupil due to sit KS2 SATS in May. However, the requirements for Access Arrangements for pupils this year have changed. The Department for Education's STA no longer requires the use of standardised tests as evidence of a pupils need for Access Arrangements for the 2014 National Curriculum Tests. They now require schools to provide evidence that is the child's 'normal way of working'. The difficulty is that this change of requirement for Access Arrangements at KS2 is not reflected in OCR's current assessment criteria for competence in Unit 3. So my question is: 'How do I go about fulfilling the assessment criteria for unit 3, since the standardised testing is now no longer required?' . If I provide evidence of standardised testing for Access Arrangements at KS2, would this be viewed as imposing an 'unnecessary' on my pupil in view of the fact that they are no longer required? And will I then be further penalised by the External Verifier because of not having kept abreast of changes in current practice?</p>
<p>Answer</p>	<p>It is correct that OCR's qualification does not 'marry' up any longer with the current regulations for access arrangements for a KS 2 learner. They have changed this year and no longer rely upon much formal testing and the child having specialist reports. The qualification is not due for review until 2016 but we are aware of the situation.</p> <p>Advice has been sought from the Chief for these qualifications who suggests that the candidate could write an overarching paragraph demonstrating her knowledge of this new legislation and it could go in the front of her assessment file. For OCR she could then do the required paperwork, such as assessment rationales, session plans and report as if formal testing was still needed.</p> <p>For example – in KS 2 SATs, the additional time application has 9 questions – they address various scenarios if extra time is needed. For example:</p> <p>Question 5 is used if the child has difficulty writing – the candidate could gear her testing towards and say what tests would give her the evidence required to support a class teacher's request for extra time and administer/write up the outcomes and link it to the criteria, i.e. speed of less than 10 words per minute. To 'flesh' this assignment out, further evidence could be included such as spelling test results, analysis of spelling errors and writing skills (grammar, punctuation, handwriting, etc).</p> <p>The above is considered to be a sensible solution to this situation – OCR obviously want to see that a candidate knows how to select assessments to gain specific info if needs be, and the above should do this.</p>

Question	Which qualifications do scheme codes 10218 and 10219 replace?
Answer	Schemes 10218 and 10219 have been accredited onto the QCF. They replace the NQF qualifications, scheme codes 03572, 03573, 03574
Question	How do centres enter for the QCF qualifications?
	Centres have to register candidates and claim certification electronically through Interchange. More information about this can be found in the Admin Guide for Vocational Qualifications on the website – link provided below. http://www.ocr.org.uk/Images/143297-admin-guide-vocational-qualifications-2013-14.pdf
Question	Is there any overlap between the Level 5 and Level 7 QCF Diplomas?
	Yes, Units 4 and 5 in the Level 7 Diploma are Level 5 units and are taken from the OCR Level 5 Diploma in Teaching Learners with Dyslexia/Specific Learning Difficulties. Candidates who have already achieved the Level 5 Diploma will be able to carry forward the achievement of units 3 and 4 in the Level 5 to the Level 7 Diploma as they are the same units.
Question	If a learner wishes to progress from the NQF qualifications to the current Level 7 QCF diploma, are they exempt from any units?
Answer	Yes, some exemptions have been agreed between the NQF and QCF qualifications. These are set out in Section 3.6.3, page 11 of the Level 7 Diploma, scheme 10219. Only one unit of the NQF Level 5 qualification can be counted towards achievement of the QCF Level 7 qualification. Candidates that achieved NQF Level 5 Unit 4 'Teaching methods and reflective practice' are exempt from QCF Level 7 Unit 5 'Evaluation of teaching and learning programmes for individuals with dyslexia/specific learning difficulties'. The exemptions will only apply if the NQF units had been achieved in the 3 years prior to the claim being put forward for the related 'exempted' QCF unit. If the NQF unit had been achieved more than 3 years before, then automatic exemption will not apply and the candidate will be required to put forward evidence that meets the requirements of the related QCF unit. This evidence will have to reflect current knowledge and skills and will have to be assessed against the criteria of the QCF unit. There will likely need to be a discussion between the candidate and the assessor to check the currency of the evidence and to identify any gaps where additional work may need to be done.
Question	Are the revised qualifications eligible for public funding?
Answer	Government funding is sometimes available for both levels. It is worthwhile checking regularly on government websites
Question	Are these qualifications recognised by the British Dyslexia Association?
Answer	The QCF Level 5 Diploma is recognised as equivalent to ATS (Approved Teacher Status) and the QCF Level 7 Diploma, if achieved, is recognised as equivalent to AMBDA (associate member). Achievement of the OCR awards allows candidates to apply to the BDA for recognition/status and be able to write AMBDA or ATS after their names. Candidates will automatically get these if they have the OCR qualifications. AMBDA and ATS are only for candidates with QTS. Level 5 candidates without ATS may apply for APS (Approved Practitioner Status). It is a requirement of the BDA that assessors of the those applying for AMBDA status must also hold AMBDA. Please contact the BDA for more information on this at http://www.bdadyslexia.org.uk/bdadyslexia/contact.html

Question	Are these qualifications required of those who wish to provide reports and evidence for learners requiring special arrangements for examinations and assessments?
Answer	<p>The JCQ no longer approves specialist qualifications and no longer maintains a list of appropriate qualifications for specialist assessors. The head of centre is responsible for the quality of the access arrangements process within the centre and for the appointment of specialist assessors. Section 4.3 of the JCQ regulations provide further information – link to the booklet provided below.</p> <p>http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration</p>
Question	Is achievement of these qualifications recognised by universities for credit?
Answer	<p>The Open University has awarded a credit rating to the NQF SpLD qualifications, scheme codes 03572, 03573, 03574 as follows:</p> <p>03572, Level 5 Certificate – 30 points 03573 – Level 7 Certificate – 45 points 03574 – Level 7 Diploma - 60 points</p> <p>The QCF SpLD qualifications, scheme codes 10218 and 10219 already have QCF credit ratings and these credit ratings correspond to OU credits; if candidates have achieved the OCR QCF qualifications they should contact the OU to apply for credit transfer if required. Further information can be found in the link below</p> <p>http://www.open.ac.uk/study/credit-transfer/my-previous-study/qcf-qualifications</p> <p>Credits may be available at other universities at their discretion. It should map across to modules offered as part of an MA programme at the university. It may also depend on the age of the qualification. There may also be a requirement of another qualification to join an MA programme which would, again be fixed by a university e.g. such as holding a BA Hons degree.</p>
Question	Are these qualifications recognised by any other external organisations?
Answer	<p>The SpLD Assessment Standards Committee recognises the Level 7 QCF SpLD diploma (scheme code 10219) as fulfilling the requirements for achieving an SpLD Assessment Practising Certificate. This recognition also applies to achievement of Units 2, 3, 4 and 5 only.</p>
Question	Which organisations issue the SpLD Assessment Practising Certificate?
Answer	<p>PATOSS, the BDA and Dyslexia Action are authorised providers of Assessment Practising Certificates.</p>
Question	Where can centres find further resources to support delivery of these qualifications?
Answer	<p>The website of the Literacy and Dyslexia-SPLD Professional Development Framework contains resources and on-line tools which centres and those working in this area may find helpful. Resources include videos, presentations and professional development materials. These resources are free to the user. A link to the framework is provided below.</p> <p>http://framework.thedyslexia-spldtrust.org.uk/</p>
Question	Are these teaching qualifications?
Answer	<p>No, achievement of these qualifications will not confer qualified teacher status, QTS. However, it does qualify people to teach learners with dyslexia (L5) and carry out diagnostic testing of learners for dyslexia (L7).</p>

Question	Are there formal entry requirements for these qualifications?
Answer	<p>There are no formal entry requirements for these qualifications although candidates are likely to primarily be qualified and practising teachers and other professionals who hold recognised professional qualifications.</p> <p>At level 7 candidates are also required to be working at least at level 4 in Literacy, Numeracy and ICT; at level 5 they should be working at least at level 3 in each of these three areas.</p> <p>In addition they are required to have skills in working with others and problem solving</p>

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