

Unit Title:	Understand theoretical concepts for teaching individuals with dyslexia/specific learning difficulties
OCR unit number	Unit 1
Unit accreditation number	A/503/3906
Level:	7
Credit value:	8
Guided learning hours:	35

Unit purpose and aim

This unit will develop candidates' knowledge of theoretical concepts underlying the teaching of learners with dyslexia/specific learning difficulties. 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.

Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	Exemplification
1 Understand theoretical concepts underlying dyslexia/specific learning difficulties	1.1 Explain how dyslexia/specific learning difficulties can be defined 1.2 Analyse theoretical models of dyslexia/specific learning difficulties	This learning outcome relates to the specific learning difficulty itself, not the teaching methodology. Phonological deficit. Cerebellar impairment. Magnocellular deficit.
2 Understand theoretical concepts underpinning the teaching of individuals with dyslexia/specific learning difficulties	2.1 Analyse theoretical concepts underpinning the teaching of individuals with dyslexia/specific learning difficulties 2.2 Critically evaluate perspectives of sector experts on teaching methodologies relating to dyslexia/specific learning difficulties	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.

Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	Exemplification
		<p>Related disciplines including medicine and associated disciplines such as speech and language therapy, psychology, or sociology.</p> <p>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.</p>
<p>3 Be able to present information on theoretical concepts to other professionals</p>	<p>3.1 Present own reflections on theoretical concepts underlying dyslexia/specific learning difficulties</p> <p>3.2 Present own reflections on teaching individuals with dyslexia/specific learning difficulties to other professionals</p>	<p>Presentation shows knowledge and understanding of subject chosen.</p> <p>Candidate is able to engage in informed discussion with listeners regarding the topic presented.</p>

Assessment

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

Evidence requirements

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

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

Learning Outcomes 1, 2 & 3

- 1 Write an extended essay on key theoretical concepts relating to literacy and numeracy development and teaching.

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 be laid out:

- clearly and legibly, presented to a high standard
- in a logical structure
- using accurate grammar, spelling and punctuation
- concluding with a reference list, 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.

- 2 Produce and deliver a presentation to others. 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.
 - Presentation should be a minimum of 10 minutes and maximum 15 minutes. (In the case of an observation of a talk or presentation in a real-life setting, a minimum of 10 minutes should be observed 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 will usually be accompanied by visual material.
 - Presentations should be accompanied by handouts or other relevant materials as appropriate.
 - Examine an aspect of dyslexia or literacy difficulties for example relating to teaching and assessment, current theories or documentation.
 - If evidence of this presentation is provided on DVD/video material, relevant accompanying notes should be provided for the assessor.

Guidance on assessment and evidence requirements

- 1 Centres should provide a choice of essay titles but candidates should be encouraged to offer their own essay titles.
- 2 For the presentation, candidates should choose from the following topics:
 - a) Illuminating current initiatives relating to dyslexia and literacy difficulties for example The Rose Review (2009), the Inclusion Development Project.
 - b) Presentation of information relating to the topic the candidate has researched for Unit 6.
 - c) Presentation of information relating to the additional need explored by the candidate in Unit 6, Learning Outcome 1.
 - d) Essay should be fully referenced relating to current theoretical concepts and frameworks.

- e) Essay should comply with Masters level English writing (structure, spelling, grammar) and should be fully referenced using a recognised method for example Harvard Referencing.

Additional information

Candidates can submit their own titles for the essay or centres can provide titles to the group on appropriate subjects. The titles below provide examples of the level of work that is required.

- 1 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?
- 2 It has been suggested that there is a high level of co-morbidity between dyslexia and other specific learning difficulties. Discuss this in the light of current research.
- 3 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.
- 4 How current neurological research enlightens practical approaches to teaching people with dyslexia or literacy difficulties.

Additional information (updated 2016)

For information on how to administer these qualifications please follow the link to OCR's Administration area, <http://www.ocr.org.uk/administration/>.