OCR
Oxford Cambridge and RSA

Unit Title:	**Evaluation of teaching and learning programmes for individuals with dyslexia/specific learning difficulties**
OCR unit number	Unit 4 in the Level 5 qualification
	Unit 5 in the Level 7 qualification
Unit accreditation number	L/503/4204
Level:	5
Credit value:	8
Guided learning hours:	15

Unit purpose and aim

This unit will equip candidates to critically evaluate teaching and learning programmes for learners with dyslexia/specific learning difficulties. 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.

Learning Outcomes	Assessment Criteria	Exemplification
The learner will:	*The learner can:*	
1 Be able to evaluate own lessons for individuals with dyslexia/specific learning difficulties at different stages of education in one-to-one and/or group settings	1.1 Evaluate lessons, including: • own performance • teaching methods • teaching resources 1.2 Evaluate the progress of individuals with dyslexia/specific learning difficulties against SMART lesson targets	• Notes on lesson plan • Short evaluation after each lesson to note effectiveness of methods, resources, own performance • Review SMART targets
2 Be able to evaluate the progress of individuals with dyslexia/specific learning difficulties at different stages of education against programme targets	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	• 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

Learning Outcomes	Assessment Criteria	Exemplification
The learner will:	*The learner can:*	
		- 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
3 Understand factors influencing the outcomes of teaching and learning programmes for individuals with dyslexia/specific learning difficulties at different stages of education	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	- 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, resources - Pace of delivery and balance of activities - Consequences of the degree of access to ICT resources and specialist software - 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

Learning Outcomes	Assessment Criteria	Exemplification
The learner will:	*The learner can:*	
4 Be able to use evaluation to inform subsequent teaching and learning programmes for individuals with dyslexia/specific learning difficulties at different stages of education	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	• Reasons for any modifications made • Opportunities for overlearning, consolidation and integration

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 draw on all of the teaching practice carried out for this qualification.

1 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 six 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

2 Learning Outcome 4

Produce outline plans for further blocks of six hours of learning support showing some short-term SMART targets and reasoned explanations for any modifications made.

Guidance on assessment and evidence requirements

These evidence requirements require candidates to show, holistically and reflectively, how effective they have been in providing learning support to two learners with specific learning difficulties/dyslexia, one with literacy difficulties and one with literacy **and** numeracy difficulties. They are required to evaluate their own teaching and to show their ability to adapt a teaching and learning programme in the light of evaluation.

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/.