

Unit Title: Relating theoretical and methodological perspectives to practice in the context of dyslexia/specific learning difficulties

OCR unit number: Unit 6
 Sector unit number: J/503/3911
 Level: 7
 Credit value: 10
 Guided learning hours: 10

Unit purpose and aim

In this unit candidates will carry out action research relating to complex issues arising out of their practice in working with learners displaying dyslexia/specific learning difficulties. They will plan, implement and critically evaluate appropriate actions.

Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	Exemplification
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	Reflective practice, may include for example: <ul style="list-style-type: none"> • specific learning difficulties masked by other influences (e.g. EAL) • profound difficulties with number • emotional difficulties associated with SpLD
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	<ul style="list-style-type: none"> • Literature review • Technologies • Resources • Assessment methods
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	<ul style="list-style-type: none"> • Resources available • Expertise available
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	<ul style="list-style-type: none"> • Environment, resources (e.g. IT) • Observation, records, products, i.e. obtaining/recording feedback

Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	Exemplification
	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	<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

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:

1 Learning Outcomes 1 & 2

Carry out a supervised baseline assessment of a learner to establish starting point of teaching programme.

Produce a profile of an individual learner with specific learning difficulties 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, pupil referral unit or penal institution.

Or

A learner within the context of learning maths, 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
- include references to appropriate literature and a bibliography
- be approximately 1500-2000 words.

2 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.

3 Learning Outcome 3

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

4 Learning Outcome 4

Produce a plan for a teaching programme for 12 hours teaching over a minimum of ten weeks divided into two blocks of approximately six hours each. This plan must then be delivered by the candidate.

The plan should include the following:

- 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 Key Skills Curriculum
- a summary of the outcomes, including the recognition of error patterns, strategies, learning styles and behaviour
- 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 a six-hour block of learning support (a minimum of six hours over a minimum of five weeks).

5 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.

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.

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. maths, 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.

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/>.