

The Dyslexia Award

Level 5 Dyslexia Award

Gateway/Dyslexia Matters



Aim of the Course

Is to provide a short practical training programme, focusing on understanding and supporting groups of learners with dyslexia and/or specific learning difficulties, taught through a range of videos, cartoons, activities and power points. It was developed in response to demand from teachers/SENDCos for a shorter course on dyslexia to be available as an alternative to the Level 5 Specialist Teacher Diploma.

This online course will take approximately 150 hours to complete over 6 – 9 months and will give the candidates 15 Level 5 credits.

Progression: Candidates will be able to use the Level 5 Award Unit 1 as accredited learning if they wish to progress onto the Specialist Teacher Diploma during the next 3 years:
<https://www.dyslexiamatters.co.uk/level-5-premium-specialist-teacher-programme/>

Target Group

This qualification is designed to provide a route for continued professional development for teachers and other professionals working within one phase of educational provision – primary, secondary or adult who support learners with specific learning difficulties in literacy and numeracy acquisition.

The target group is likely to include:

- Classroom teachers and learning support staff in schools
- Learning support tutors and trainers in FE and/or basic skills training
- Qualified teachers who work as independent practitioners
- Learning support tutors in HE Institutions
- Speech and Language Therapists and other health professionals working in an educational setting
- Chartered/graduate psychologists

The course offers an interactive experience, the content of which is delivered through:

- Reading materials/resources
- Lectures
- PowerPoints
- Videos
- Demonstration lessons
- Cartoons

The Dyslexia Award

Level 5 Dyslexia Award

Gateway/Dyslexia Matters



Candidates are further supported by a personal tutor, who will provide individual feedback to give advice on how to extend or improve practice, challenge candidates' thinking, or to offer additional opportunities for reflection.

Entry Requirements

These qualifications are designed primarily for teaching assistants, teachers and other professionals. Candidates should possess an appropriate level of learning support experience and should have unrestricted access to appropriate technology, a printer, internet access, teaching resources 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 key skill areas: literacy, numeracy, ICT, working with others, improving own learning and problem solving.

Course Units

The Dyslexia Award comprises 4 units, of which candidates must complete 3. Units 1 and 2 are compulsory, with a choice between units 3 and 4.

- Unit 3 is appropriate for TAs, teachers etc. as it is the practical teaching element, whereas
- Unit 4 is designed for Senior Managers who wish to monitor whole school provision for learners with dyslexia/SpLD. This course trains candidates to support learners of all ages and into adulthood, in 1:1 and group settings

UNITS OF WORK:

Unit 1 (compulsory) Understanding the context of legislation and guidance with regards to Special Educational Needs and Equality in relation to dyslexia and/or specific learning differences and barriers to literacy

Learning Outcome 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

- Explain current policy, legislation and guidance documents relevant to one phase of education.

The Dyslexia Award

Level 5 Dyslexia Award

Gateway/Dyslexia Matters

- 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.
- 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 Outcome 2 Understand how national Special Educational Needs and Equality legislation is implemented locally.

- Explain how national legislation is implemented through local policies and procedures or institutional policies and procedures where appropriate to the candidate's setting.
- Explain responsibilities of personnel in an educational or training setting including: statutory responsibilities, administrative responsibilities.

Learning Outcome 3 Understand how to work within professional and ethical frameworks.

- 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.

Learning Outcome 4 Understand dyslexia, specific learning differences and barriers to learning.

- Explain theories related to dyslexia and barriers to learning with regards to:
 - Reading;
 - Writing;
 - Spelling;
 - Study skills;
 - Maths.
- Evaluate the impact of the discussed theories on own practice using a SWOT analysis.
- Explain evidence-based approaches to overcoming barriers to learning including ICT and assistive technology.

Unit 1 is externally accredited by Gateway Qualifications.

Unit 2: (compulsory) Assessing learners with Dyslexia/Specific Learning Difficulties in Preparation for Teaching Interventions.

Learning Outcomes: Candidates will

- Understand the use of principles of assessment
- Understand the potential barriers to learning for learners with dyslexia/SpLD in relation to assessment

The Dyslexia Award Level 5 Dyslexia Award Gateway/Dyslexia Matters

- Understand how to prioritise assessment data for use in comparing approaches in learning support for learners with dyslexia/SpLD
- Understand how to assess the needs of individual learners with dyslexia/SpLD and prepare an intervention
- Understand how to assess individual learners with dyslexia/SpLD to inform interventions
Assessment Criteria: The candidate can
- Evaluate the principles of assessment in relation to their use for learners with dyslexia/SpLD
- Evaluate how the following can act as potential barriers to learning for dyslexia/SpLD and how they can be assessed
 - Speech and language skills
 - Phonological awareness
 - Phonics and non-words
 - Single word reading
 - Reading miscue and reading profile
 - Writing
 - Spelling
 - Memory
 - Self-esteem
 - Neurodiversity and dyspraxia
- Analyse assessment data to identify priorities in the practical approach to the support of learners using given case studies
- Collate and analyse information from questionnaires and background summaries for individuals with dyslexia/SpLD to inform an assessment and intervention plan.
- Assess individual learners with dyslexia/SpLD to inform intervention programmes
- Analyse the data from assessments to identify gaps in individual learning
- Analyse assessment data to prioritise learners' needs.

Unit 2 is internally assessed, and quality assured by Dyslexia Matters Limited

Unit 3: (optional) **Group Interventions for Learners with Dyslexia/Specific Learning Difficulties Learning Outcomes:**

Candidates will

- Understand the principles of effective intervention when working with learners with dyslexia/SpLD
- Understand how to plan an intervention programme for learners with dyslexia/specific learning difficulties (SpLD).
- Be able to collaborate with individuals who are working with learners with dyslexia/SpLD.
- Be able to deliver a planned group intervention programme.

The Dyslexia Award Level 5 Dyslexia Award Gateway/Dyslexia Matters

- Be able to evaluate a planned group intervention for learners with dyslexia/SpLD.
- Know how to inform subsequent interventions for learners with dyslexia/SpLD.

Assessment Criteria: Candidates can

- Summarise the principles of effective intervention
- Critically evaluate a published or informal intervention used in the candidate's setting
- Develop a grid, setting out short-term targets for a specific intervention programme which will support a learner's learning needs.
- Develop six individual lesson plans within the programme, using SMART targets
- Communicate the content of an intervention programme and its implications to those involved in the education of individuals with dyslexia/SpLD
- Carry out a planned group intervention programme of teaching and learning
- Evaluate own performance when delivering lessons in terms of teaching methods and teaching resources used.
- Evaluate the lesson in terms of the learners' progress in relation to SMART targets set
- Use evaluation data to adapt and extend the existing intervention programme to create a block of learning support for subsequent interventions for learners with dyslexia/SpLD

Unit 3 is internally assessed, and quality assured by Dyslexia Matters Limited

Unit 4: (optional) **Understanding the Quality Assurance of a Provision for Learners with Dyslexia/Specific Learning Difficulties Learning Outcomes:**

Candidates will

- Be able to demonstrate the impact of legal, national and local requirements for learners with dyslexia/specific learning difficulties (SpLD).
- Be able to conduct an effective audit of a provision for learners with dyslexia/SpLD.
- Know how to analyse audit data to inform best practice for a provision for learners with dyslexia/SpLD.
- Be able to develop and prioritise SMART targets for a setting development plan for learners with dyslexia/SpLD.
- Understand how to use the data from the evaluation of a setting development plan.

Assessment Criteria: The candidate can

- Demonstrate how a candidate's setting should comply with legal, national and local requirements for learners with dyslexia/SpLD
- Conduct an effective audit using given resources for a provision for learners with dyslexia/SpLD
- Analyse audit data to identify best practice for a provision for learners with dyslexia/SpLD
- Develop SMART targets for a 'setting development plan' for learners with dyslexia/SpLD
- Prioritise the next steps to create SMART targets

The Dyslexia Award Level 5 Dyslexia Award Gateway/Dyslexia Matters

- Evaluate a 'setting development plan' in terms of best practice in a specific setting
- Use the evaluation to adapt and extend the 'setting development plan' in order to create the subsequent plan.

Unit 4 is internally assessed, and quality assured by Dyslexia Matters Limited

The course offers built in progression opportunities towards further qualifications:

- Level 5 Diploma in Teaching Learners with Dyslexia, Specific Learning Differences and Barriers to Literacy.
- Once candidates have achieved the Level 5 Diploma, there is progression to the Level 7 Diploma in Teaching and Assessing Learners with Dyslexia, Specific Learning Differences and Barriers to Literacy.