This course is intended as a professional qualification for qualified and experienced teachers of adults who want to develop their understanding of dyslexia, individual learning support skills and appropriate diagnostic procedures. The course explores the nature of dyslexia, underpinning theories and research on language processing difficulties and their implications for teaching, learning and developing support. It offers a range of practical methodology for diagnosing and teaching dyslexic learners, with special reference to their learning style. Particular attention is paid to the theory, practice and interpretation of psychometric tests to prepare participants for the Practitioners Certificate. Diagnostic methods are critically analysed and evaluated.
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Introduction to the
MA Programme Adult Dyslexia Diagnosis and Support

Course Director: Ross Cooper, 020 7815 6293

The MA programme is structured in three stages (see appendix 3):
1. PgCert ADDS
2. PgDip ADDS
3. MA ADDS

The PgCert ADDS has two core units
- Understanding Dyslexia
- Developing individual learning support programmes for adult dyslexics

These are taught concurrently and are designed to develop professional competence in a diagnostic, self-reflective cognitive styles approach to understanding and supporting adult dyslexics. These two units are available at both level six (formerly known as HE3) and seven (or M level).

The PgCert ADDS is normally completed by achieving a third unit:
- Testing and diagnostic report writing (only available at level 7).

If a candidate is unwilling or unable to progress to this unit, an alternative route to completing a PgCert in Adult Dyslexia Support (ADS) is available by achieving the unit:
- Developing individual learning support for adult dyslexics (available at both level 6 and 7)

However, only the PgCert ADDS is considered acceptable for making exam arrangements, since these require competent use and interpretation of standardised tests.

The PgDip ADDS is achieved by completing all six units including
- Developing individual learning support for adult dyslexics
- Assessment Reports for the DSA
- Research methods

The research methods unit involves considering the diagnostic assessment undertaken for the ‘Assessment Reports for the DSA’ unit as a piece of action research. The research methods unit also underpins and informs the self reflective log written for the unit ‘Developing individual learning support for adult dyslexics’.

The PgDip ADDS is intended for those teachers who want to achieve the Assessors Practicing Certificate and teaches candidates to diagnose adult dyslexics. The Award is approved by SASC (HE Working Group sub-committee) for Practitioners Certificate (by application to PATOSS).
All six units represent 1200 learning hours and form the taught element of our MA in Adult Dyslexia Diagnosis and Support.

The MA ADDS requires a dissertation (15,000 words) based on your own action research.

The course is underpinned by 6 basic principles.

We need to:

- empower the learner through diagnostic assessment and support
- listen to, and work with, adult learners
- recognise and value differences in cognitive style
- understand visual and auditory processing and motor integration difficulties and the experience of being dyslexic
- gather, critically analyse, interpret and synthesise the evidence
- build on the strengths of adult learners rather than merely focus on remediating their weaknesses.

This Handbook is designed to ensure that all participants on the course have a clear overview of how the course is designed, taught and assessed.
Entry Requirements

In order to be considered for entry to the programme applicants will be required to have the following qualifications:-

(i) 1st Degree
(ii) Teaching Qualification (e.g. FENTO stage 2 or 3)
(iii) A minimum of 2 years’ relevant teaching experience

Candidates are expected to be currently employed with responsibility for managing or teaching/learning support in secondary, further, higher or adult education or training.

AP(E)L is considered important to the development of the MA Framework, and our procedures have been developed in consultation with the Learning and Teaching Enhancement Unit which is currently developing a University framework for AP(E)L. Within the Faculty, the Department of Health has the most developed procedures, the principles of which we have adopted. Consequently, AP(E)L can be used for both admission to the programme and to gain exemptions from parts of the programme. The formal entry criteria specified above are designed to ensure that the participant:

1. is ready to engage with academic text leading to MA level.
2. already has a theoretical and analytical understanding of the teaching and learning process.
3. has significant practical experience of the teaching and learning process and the opportunity to develop reflective practice that contributes to their understanding.

In each case, alternative evidence that these criteria have been met may be accepted by the course tutor in negotiation with the Course Director. Alternative evidence may, for example, include analysis of core reading, personal engagement with and reflection on relevant teaching and learning experiences. However, the evidence must be made available for scrutiny, and the subsequent achievement of such participants monitored and reported through the course review process.

AP(E)L can be used to gain exemptions from parts of the programme through submitting portfolio evidence that the specified outcomes of units have been met. Exemptions can also be achieved by undergoing the same assessment procedures that other candidates undergo. In either case, these would be subject to moderation and exam board scrutiny.
About the Postgraduate Diploma Course

The course is of an intensive nature and involves a considerable amount of theory as well as practical work.

The two core units represent 450 hours of learning and are taught concurrently over a minimum of 10 half-day sessions. ‘Understanding Dyslexia’ involves both theoretical and practical understanding of dyslexia requiring work with a learner to develop a case study. The unit ‘Developing individual learning support programmes for adult dyslexics’ involves the development of a structured spelling programme with one learner (or a writing programme for candidates working in HE).

In addition to the taught element, participants will be required to undertake a further 150 hours of guided learning during and after the taught element. This includes approximately five hours per week during the taught element for students to prepare assigned reading for presentations and practise diagnostic and teaching methodology.

The unit ‘Developing individual learning support for adult dyslexics’ represents 200 hours of learning and involves working with a minimum of one and maximum of two dyslexic learners developing learner centred support, including study skills and liaison with course tutors.

The unit ‘Testing and Diagnostic Report Writing’ represents 200 hours of learning and is normally taught over 4 half day sessions. It concerns the critical evaluation of diagnostic procedure, psychometric tests and their interpretation, and writing appropriate learner centred diagnostic reports for the FE sector that inform the learning process. In addition to the taught element, participants will be required to undertake a further 50 hours of guided learning during and after the taught element. This includes approximately five hours per week during the taught element for students to prepare assigned reading for presentations and practise psychometric and other diagnostic methodology and write diagnostic reports.

The units ‘Assessment Reports for the DSA’ and ‘Research methods’ represent 350 hours of learning and are taught concurrently over 6 half day sessions. Assessment focuses specifically on the critical application of psychometric assessment required by the HE Working group for diagnostic assessments for the purposes of the DSA. The research methods unit uses the process of assessment as a case study. The two units are taught concurrently and diagnostic report with supporting evidence suitable for the DSA and a critical evaluation of a diagnostic procedure viewed as a research process. In addition to the taught element, participants will be required to undertake a further 150 hours of guided learning during and after the taught element. This includes approximately ten hours per week during the taught element for students to prepare assigned reading for presentations, undertake
diagnostic assessments and practice the use of psychometric tests, their scoring and interpretation.

In most cases, the unit ‘Developing individual learning support for adult dyslexics’ is taught in parallel (but can be studied independently of the other two).

Students should aim to attend all taught sessions. Because of the considerable amount and importance of the practical work, students are unlikely to reach pass standard if they attend fewer than 80% of the sessions.

In addition to qualitative analysis of the evidence, the course includes a minimum of 20 hours teaching on the theory and practice of psychometrics.

Participants will be observed (normally through video or DVD observation) during the course.

After the taught elements, participants continue to work with students and prepare case studies and portfolios of evidence. These are normally submitted for individual formative feedback, before they are resubmitted for final assessment. This distance and guided learning is considered an important element of the learning process. Standards of assessment and support cannot be reached without it.

In all cases the final submitted portfolio must include, and clearly labelled:
   1. The original submission
   2. Formative feedback
   3. The amended submission

Participants are responsible for ensuring that they keep a copy of the portfolio they submit. In the event that the portfolio is lost in the post at any point in the process, LLU+ reserves the right to ask for another copy from the candidate.
Assessment

Assessment is based on the demonstration of an acceptable level of specialist expertise and professional competence in diagnosing and teaching dyslexic learners; this in turn relies on the demonstration of an integration of theoretical underpinnings.

Understanding Dyslexia:

A case study submission must include:

a) **Interview Form** completed with notes and summary identifying indicators of dyslexia and a commentary on the nature of the learner’s difficulties; records of additional tasks.

b) **Standardised tests**: Accurate use, score and interpretation of Digit Span, Nonword and false Spoonerisms tests where appropriate. Any use of WRAT or other standardised assessments used must also provide evidence of appropriate selection, effective use, accurate marking and interpretation.

c) **Reading Style Analysis and Miscue**
   - copy of marked script of reading relevant to the level of the student’s course and comprehension verbatim
   - **Miscue Analysis to inform the reading style analysis** (minimum 20-25 errors unless advanced reader) on form provided.
   - record and interpretation of non-word and single word reading
   - **Reading Style Analysis** based on the **Guidelines**, a commentary with observations of strengths and weaknesses, reading style, speed and comprehension with conclusion and interpretation of analysis from all data, including interview and with particular reference to the type of reading required by the student’s course.

d) **Writing Analysis** using **Writing Analysis Guidelines** of one or more pieces of writing appropriate for level of course including writing speed and planning techniques, metacognition, time management and organisation.

e) **Spelling Error Analysis** (minimum 20-25 errors)
   - learner's written dictation (and advanced spelling list if relevant)
   - analysis on **Spelling Error Analysis form** (minimum 20-25 errors)
   - a commentary based on the **Spelling Analysis Guidelines** with interpretation and conclusions from analysis and observations, including spelling from writing analysis and comments from interview; include comments on handwriting, proof reading and punctuation observed in the dictation

f) **Diagnostic Summary** based on questions provided to draw conclusions with appropriate examples and recommendations
Developing individual learning support programmes for adult dyslexics

This unit requires a portfolio of evidence of a minimum of 8 sessions or hours? Or hourly sessions? of spelling (which includes six lists of negotiated words to be learned). Please note, a spelling programme must be appropriate for, and relevant to, the learner. For HE participants, a writing programme (with particular emphasis on developing linear writing strategies) can replace the spelling programme.

Formative assessment is gained through submitting the third week of the spelling programme (see below), or writing programme for the HE sector.

The final portfolio should be submitted with a completed spelling programme with evaluation.

Front sheets with candidates’ details plus guidance and assessment criteria, must be included with each submission. They are available on the LLU+ intranet.

Individual Spelling Programme

An initial submission of the spelling programme should be submitted when the third week has been completed (i.e. the third session in the cycle when the learner is tested with dictated sentences). See appendix 1.

You will be given formative feedback and may be asked to make some changes in subsequent sessions which will then be assessed at the final submission.

Introduction

Include a brief introduction giving details of the current context (course/employment) in which the learner is working, the current writing demands on the learner and the impact of spelling problems on his or her writing.

If you have done a spelling error analysis for this learner, please include it but it is not essential. Also, include any additional relevant information you may have such as the learner’s attitude to spelling and previous strategies used to learn spelling and their effectiveness.

Note: it is not necessary to submit an initial learning support plan for a student who only undertakes an individual spelling programme

The record should include:

- evidence of the correct use of the methodology i.e.
  - the words to learn taken from learner’s own writing
  - learning strategies written in the first column of the practice sheet
  - grouping of words/using word families
  - lcwc practised by the learner outside the session
words learnt in first session tested singly in the second session
words spelled accurately in the second session tested in
ddictated sentences in third session

- examples of the lcwc practice sheets, the learner’s writing from which
the words were taken, tests and any rough work done with the learner,
if available

Note: a spelling error analysis can be a useful start but is not essential and an
understanding of the learner’s processing strengths and difficulties can be
built up by observation of spelling errors, discussion with the learner and
evaluation of strategies.

Keeping records on your spelling programme

Your spelling programme records need to give evidence that you have met
the criteria for assessment so think about how what you write will show that
you have met these criteria.

For each week, we would like you to make notes under the following headings

Date of session
Programme of work
Observations of learning
Observations about yourself as a teacher
Points to follow up for next session
Assessment of progress

We would expect to see the following for each week:

Date of session
If there is a break between sessions we would expect to see the reason for
this, the effect it has had on the learner and any other relevant information.

Programme of work
We would want to see:
- exactly which words were learnt
- why/how those words were chosen, and the learner’s involvement in this
- what mistakes the learner made with those words (include examples of
  the learner's work here) and an analysis of why the learner has made
  them, using observation of the learner and/or discussion with him or her
- strategies that you suggest (to start with) or the learner suggests for
  remembering the words, based on the learning style of the learner
  and an analysis of the learner’s processing strengths and
  weaknesses
- how the words were grouped for learning, e.g. which other words were
  added and why
• correct use of the lcwc methodology, that is dictation of the words learnt the previous week on their own and dictation of words learnt the week before that in sentences
• details of how the learner performs in the test(s), with some examples of the learner's work
• any discussion you have with the learner about the learning process — for instance, why s/he likes to learn in a particular way, how s/he feels about cursive handwriting, why the lcwc methodology works etc.

**Observations of learning**
This is your chance to discuss what you have done in the session, what appears to work for the learner and why, or what is not working and why you think that is. Include:

• the learner's understanding and responses, ways of learning, effective strategies
• the learner's difficulties, for instance with understanding the method or remembering particular words
• the learner's questions, comments, attitudes etc.
• discussions about the learner's processing strengths and learning style and which strategies work best
• how much structure and discussion of 'learning how to learn' the learner needs
• how the learner responds to strategies you suggest and to the lcwc methodology.
• if the learner didn't learn a word, you need to explore why and address the difficulty.

**Observations about yourself as a teacher**
This section is often missing in candidate's portfolios. We want to see here your ability to reflect on your practice; for instance what you did right or wrong, or previous experiences and preconceptions about teaching spelling that have been confirmed or contradicted. We also want to see that you are able to change your approaches where necessary and learn from your mistakes.
Include:

• your own responses, queries, thoughts on the session, including your attitudes, feelings or expectations.
• points to follow up
• assessment of progress.

Candidates working in the HE sector can submit an alternative writing programme
An initial submission of the writing programme should be submitted when the first final draft of a piece of writing has been completed.

You will be given formative feedback and may be asked to make some changes in subsequent sessions which will then be assessed at the final submission of your individual learning support programme portfolio.

**Introduction**

Include a brief introduction giving details of the current context in which the learner is working, the current writing demands on the learner and your initial analysis of the difficulties experienced.

Include any additional relevant information you may have such as the learner’s attitude to writing and previous strategies used to plan writing and their effectiveness.

An initial learning support plan is essential.

**The record should include:**

- evidence of planning strategies, your input and how the writing develops from initial ideas to completion
- drafts of writing must be included, with your feedback

**Keeping records on your writing programme**

Your writing programme should be submitted when the first piece of writing is completed. Writing programme records need to give evidence that you have met the criteria for assessment so think about how what you write will show that you have met these criteria.

For each week, we would like you to make notes under the following headings

- Date of session
- Programme of work
- Observations of learning
- Observations about yourself as a teacher
- Points to follow up for next session
- Assessment of progress

We would expect to see the following for each week

**Date of session**

If there is a break between sessions we would expect to see the reason for this, the effect it has had on the learner and any other relevant information.

**Programme of work**

We would want to see:
• exactly how your feedback leads to the development of their understanding of how to be more effective writers
• how the learner's ideas are facilitated and developed
• what difficulties the learner experienced and an analysis of why the learner experienced them, using observation of the learner, their writing and/or discussion with him or her
• why you prioritised specific feedback
• strategies that you suggest (to start with) or the learner suggests for developing writing, based on the learning style of the learner and an analysis of the learner's processing strengths and weaknesses
• details of any reading strategies involved in the development of writing
• details of the use of ICT to support the development of effective writing
• any discussion you have with the learner about the learning process — for instance, why s/he likes to learn in a particular way, how s/he feels about planning, proof-reading, redrafting and why particular strategies are successful etc.

**Observations of learning**
This is your chance to discuss what you have done in the session, what appears to work for the learner and why, or what is not working and why you think that is. Include:
• the learner's understanding and responses, ways of learning, effective strategies
• the learner's difficulties, for instance with unpacking ideas, sequencing or creating clear signposts.
• the learner's questions, comments, attitudes etc.
• discussions about the learner's processing strengths and learning style and which strategies work best
• how much structure and discussion of 'learning how to learn' the learner needs
• how the learner responds to strategies you suggest.
• if the learner continues to have difficulties, you need to explore why and address the difficulty.

**Observations about yourself as a teacher**
This section is often missing in candidate's portfolios. We want to see here your ability to reflect on your practice; for instance what you did right or wrong, or previous experiences and preconceptions about teaching writing that have been confirmed or contradicted. We also want to see that you are able to change your approaches where necessary and learn from your mistakes. Include:
• your own responses, queries, thoughts on the session, including your attitudes, feelings or expectations.
• points to follow up
• assessment of progress.
Points to follow up for next session
Here you should note down what you want to do next session, for instance which planning techniques to try out, exploring reading barriers, use of recording devices, checking assistive use of ICT. This may also include, for example, trying out new strategies, planning methodology, or having a discussion about the place of time management. It should come as a result of the reflections you have made on the learner's and your own learning.

Assessment of Progress
You may not want to do this every week, but it should be done regularly. It should include changes in the learner's attitude to learning (i.e. is the learner becoming more confident or taking more control of the learning process?) as well as the learner's achievement. Is s/he really learning? How do you know? It should include discussion with the learner about how s/he is making progress and could include re-evaluating and re-negotiating goals.

As well as the weekly records, please attach examples of the learner's drafts showing progress made and include examples of course feedback.

Your writing programme should be judged on how successfully you help the learner become effective at writing with independence and achieves the outcomes required by their course. It is particularly important that the learner understand why and what strategies work best for her/him and the programme should continue until this has been achieved.

Assessment of the Writing Programme
The formative assessment of your writing programme will be based on your records that document the progress towards the first final piece of writing. You will be given a separate sheet outlining the criteria (see LLU+ intranet) for this first submission and will be given feedback on the session. You may be asked to make some changes in subsequent sessions which will be assessed, usually at the final submission.

The final assessment on this part of your individual learning support portfolio will be based on the submission of the concluding evaluation in which you outline:

- the progress made by the learner, including his/her understanding of his/her own learning and the development of autonomy
- the main support strategies employed, with your reasons, and discussion of any changes made during the course of the programme and why
- what you would have done differently now and what you have learnt as a teacher from the programme.
Testing and dyslexia diagnostic report writing

The Diagnostic Report should include the report and the evidence on which it is based:

The case study should include:

a) **Interview Form** completed with notes and summary identifying indicators of dyslexia and first thoughts on the nature of the learner’s difficulties; records of additional tasks.

b) **Standardised tests**: Accurate use, score and interpretation of Digit Span, Nonword and false Spoonerisms test where appropriate. Use of WRAT or other standardised assessments must also provide evidence of effective use, accurate marking and interpretation.

c) **Reading Style Analysis and Miscue**
   - copy of marked script of reading relevant to the student’s course and comprehension verbatim
   - analysis on **Miscue Analysis form** - minimum 20-25 errors unless (and level of course) Everest level or higher: if fewer, may need to do additional analysis
   - record and interpretation of non-word and single word reading
   - based on the **Reading Analysis Guidelines**, a commentary with observations of strengths and weaknesses, reading style, speed and comprehension with conclusion and interpretation of analysis from all data, including interview

d) **Writing Analysis** using **Writing Analysis Guidelines** of one or more pieces of writing appropriate for level involving

e) **Spelling Error Analysis** (minimum 20-25 errors)
   - learner's written dictation (and advanced spelling list if relevant)
   - analysis on **Spelling Error Analysis form** (minimum 20-25 errors)
   - based on the **Spelling Analysis Guidelines** a commentary with interpretation and conclusions from analysis and observations, including spelling from writing analysis and comments from interview; include comments on handwriting, proof reading and punctuation observed in the dictation

e) **Diagnostic Report** that follows the format provided. The report should interpret the evidence rather than list it. Your diagnostic conclusions should be supported by good examples of qualitative and quantitative psychometric evidence. Your diagnosis should be clear and followed by recommendations that are appropriate to the specific student and their current course of study.

Developing individual learning support for adult dyslexics
This unit requires a portfolio of evidence of individual learning support carried out with one to two dyslexic learners. This can take two forms:

1. One learner involving 12 hours.
2. Two learners where one of these two learners includes the learner who undertook the spelling programme.

In this latter case, this learner must benefit from a minimum of a further 4 hours support (making a minimum of 12 hours). The second student must benefit from a minimum of 4 hours.

Together, the total number of hours of support must be at least 20 hours.

Formative assessment is gained through submitting:

1. an initial learning support plan for the new supported learner (see below- pp17-18)
2. video or DVD evidence of individual learning support (see page 18).

The final portfolio should be submitted as soon as both the required number of support hours have been completed and the criteria have been met. The complete evidence of your individual support therefore includes the initial learning support plans with evaluation, the video/DVD evidence, and the completed records of the individual learning support programmes.

Front sheets with candidates’ details plus guidance and assessment criteria, must be included with each submission. They are available on the LLU+ intranet.

**Initial Learning Support Plan**

You should submit an initial learning support plan at an early stage in the support programme for each learner supported. The exceptions to this are:

- no initial learning support plan is required for learners who only participate in an individual spelling programme

and

- where a spelling programme is part of a larger learning support programme but is started before any formal assessment; in which case the initial learning support plan may be submitted later.

The plan should be a brief overview of how you plan to use the initial information you have gained about the learner to inform your teaching. It provides a starting point for the learning support programme which we would expect to be modified as it progresses. Where available, these thoughts should be specifically linked to a diagnostic report which you will need to interpret and base your work on. Ensure that you evaluate its accuracy in the light of your experience with the learner. If there is no diagnostic report available, then some initial assessment will be required before you develop your individual learning support plan with the learner and send it for formative assessment.
The initial learning support plan must be a separate document and negotiated with the learner. You will receive initial formative feedback on this to inform the development of your support programme.

You should provide the following information with each initial learning support plan:

- records of any assessments undertaken, including interviews
- completed course information checklist (see LLU+ intranet)

The initial learning support plan must include:

A. brief summary of your initial thoughts about the learner's:
   1. processing difficulties and strengths
   2. learning and thinking style
   3. strengths and difficulties as a reader and writer, although other aspects of learning may also be included e.g. note taking in class, revision skills. IT may be included but only in its role as support for the development of literacy skills
   4. additional information you plan to gather, e.g. from further assessments, observations, and why.

B. brief summary of:
   1. the learning and teaching priorities agreed with the learner; these should be explicitly linked to the course demands, the learner's aims [long and short term], the outcomes of any diagnostic assessment and relevant information from course tutors, if available
   2. the agreed initial teaching strategies and materials, with reasons.
   3. the agreed specific initial learning goals and projected time scales.

When the final portfolio is submitted, you will need to complete your initial learner support plan and provide an evaluated learning plan for each learner supported, which would include:

- the progress made by the learner including his/her understanding of his/her own learning and the development of autonomy
- the main support strategies employed, with your reasons, and discussion of any changes made during the course of the programme and why
- what you would have done differently now and what you have learnt as a teacher from the programme.

C. Guidelines on Submission of Audio-visual Evidence

As part of the formative assessment process, you must submit videos or digital recordings of two separate teaching sessions of no less than one hour
each in length. These must be individual learning support sessions, not a session from the spelling programme.

The first recording should be brought to the peer review sessions:

- An initial learning support plan (see page 17)
- the plan of the lesson, i.e. your plans for the session, based on negotiations with the student and reflections on the last a session, indicating strategies and skills to be developed – the plan may be modified at the time of the lesson in the light of the learner's immediate needs
- a written record of the lesson following all the headings outlined in Keeping Records on your Individual Learning Support Programme/s
- the completed Evaluation Form
- all materials used in the lesson, within reason, and copies of the learner's work completed during the lesson
- the completed front sheet giving the criteria for assessing the audio-visual evidence of the Individual Learning Support Programme

It is expected that the recorded lesson will take place in one session. However, if necessary and appropriate, the lesson may be carried out over more than one session. This must be recorded in the accompanying notes.

The video/digital recording is a substitute for direct observation by the tutor. In exceptional circumstances, you may negotiate with your tutor to be observed rather than submit audio-visual evidence. The observation must be accompanied by the same evidence as that submitted with a DVD or video tape except the completed video evaluation sheet. For more details see the front sheets on the course CD.

The video tape or DVD must be clearly labelled with your name, the date and time/s of the recording, the learner’s initials and the number of sessions. It is essential to get written permission from the learner before recording a teaching session. The learner should be happy to be recorded and understand the purpose.

You will be given brief verbal/written feedback on this submission with guidance on essential improvements to meet the course criteria as well as ways of improving future practice.

**Once you have received feedback on your first video/DVD you can present your second following the same guidelines.**

**Guidelines on making audio-visual recordings**

The video tape or DVD must be of sufficient quality to:

- observe facial expression and body language
• hear precisely what is being said
• cover the environment which should be panned first and described in the video/digital recording.

The camera should be put in one position and left to run. It is inappropriate for a technician to move or focus on the learner's work or look over his/her shoulder during the lesson. There is no need for refocusing or close ups. The best seating is where the learner is at right angles to you and the camera is placed directly opposite. A quick look through the view finder beforehand will ensure that the learner, you and workstation are clearly in view.

The camera should not be positioned to look into direct sunlight as the figures will appear in outline only and it will be difficult to see facial expressions.

**Keeping records on your individual learning support programme/s**

The records of your individual learning support need to give evidence that you have met the criteria for assessment (see page 28). You are expected to show how these criteria have been met and where the evidence can be found.

**Initial Learning Support Plan**

An initial learning support plan must be submitted at an early stage for each learner supported (see page 17 for details).

The individual learning support must include the development of reading and writing skills, though not necessarily with the same learner.

**Weekly records on your individual learning support programme/s**

For each week, we would like you to make notes (and these follow the pattern already described for the spelling programme). These should be brief and may be in note form. You should provide greater detail only to elaborate on significant points in the learner's progress and understanding. There may be weeks where you have little or nothing to say on certain points.

Always date and number the sessions. If there is a break between sessions we would expect to see the reason for this, the effect it has had on the learner and any other relevant information.

The notes should be in the form of answers to the following questions:

1. **What did you do in today's session?**
   This should include:
   • A summary of you and your learner's review and evaluation of his or her progress since the last session. This may cover achievements on course, insights into learning style and assessment successes. Only record what you both see as significant but take care to include your learner's definitions of progress e.g. confidence to ask questions in class. You will also want to discuss anything that has gone wrong and
why.

- A brief outline of learning activities and any assessment tasks.

2. **What observations did you make about the learner’s learning?**
   This is your chance to discuss what you have done in the session, what appears to work for the learner and why, or what is not working and why you think that is. Include:
   - the learner's understanding and responses, ways of learning, effective strategies and materials
   - the learner's difficulties
   - the learner's questions, comments, attitudes etc.
   - links to a diagnostic report where available.

3. **What observations did you make about yourself as a teacher?**
   We want to see here your ability to reflect on your practice; for instance what you did right or wrong, or previous experiences and preconceptions about teaching that have been confirmed or contradicted. We also want to see that you are able to change your approaches where necessary and learn from your mistakes.

4. **What points will you follow up in the next session?**
   Here you should note down what you want to do next session. It should arise from the reflections you have made on the learner's progress. If you decide to make changes, you should say why.

In addition to the weekly notes you should record the following, when appropriate:

**Assessment of progress**
You may not want to do this every week, but it should be done regularly. It should include changes in the learner's attitude to learning (i.e. is the learner becoming more confident or taking more control of the learning process?) as well as learner's achievement. Is the learner really learning? How do you know?
It should include discussion with the learner about how s/he is making progress and could include re-evaluating and re-negotiating goals and priorities.

**Liaison with mainstream lecturers**
During the course of the programme and/or in the initial learning support plan we would expect to see records of some liaison with mainstream lecturers both to gain information about the learner’s progress and to give advice and support in modifying educational practice to meet the needs of the dyslexic learner. The diagnostic assessment will need to be shared and interpreted for non-specialist staff.
As well as the weekly records, please attach examples of the learner’s work to illustrate his or her difficulties and the progress made. Also, include examples of work done with the learner in the teaching sessions.

**Assessment of the Individual Learning Support Programme/s**

Formative assessment on your individual learning support programme will be based on the audio-visual evidence (see page 18).

The final assessment will be based on your completed records and the evaluated initial learning support plan.

**Individual Learning Support Portfolio - final submission**

You should submit your final individual learning support portfolio. You should also include your first submissions, including the video/DVD evidence, and the initial feedback, so we can see your progress. You should make your submission as soon as both the required number of support hours have been completed and all the assessment criteria (see page 28) have been met.

The final submission of the individual learning support portfolio includes:

- The initial learning support plan for **each** supported student with the evaluations (see page 17)
- The completed records of the individual learning support

On the front sheets for the final submission (see LLU+ intranet) you will need to give brief notes as to how the criteria have been met, with some examples. The initial learning support plans and audi-visual evidence can be referred to here as well as the written records of your support.

**Assessment Reports for the DSA**
A report must be submitted using the tests and proforma recommended by the HE Working Group. It must include both the report and the evidence on which it is based. It must draw clear conclusions based on an accurate interpretation of the evidence as well as make appropriate recommendations.

Audio-visual evidence of the assessment process, including the administration of the WRIT, must be included.

**Research Methods**

A critical evaluation of a diagnostic assessment process should include a discussion of:

- The underlying assumptions made about the nature of dyslexia
- A critical review of the methodology used in assessment including a critical analysis of the appropriateness of the tests, their administration, and interpretation.
- A critical analysis of the assessment, viewed as a research process.
- Clear conclusion drawn about the validity and limitations of the judgements drawn.
Key submission dates

<table>
<thead>
<tr>
<th>Unit start</th>
<th>1st draft Submission</th>
<th>moderation</th>
<th>Exam board</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before 1st November</td>
<td>1st May</td>
<td>Mid June</td>
<td>Following July</td>
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<tr>
<td>Before 1st February</td>
<td>1st September</td>
<td>Mid October</td>
<td>Following November</td>
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<tr>
<td>Before 1st May</td>
<td>1 December</td>
<td>Mid January</td>
<td>Following February</td>
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</table>

The first draft submission dates are to enable us to provide the quality of formative feedback your work deserves, and to enable you to amend your draft portfolios before the moderation and exam board dates.

Extenuating circumstances

Candidates can ask for extensions due to extenuating circumstances. This is considered by a university committee. In most cases the only circumstance permitted (apart from documented serious illness) is losing students you need to work with to complete portfolios. This will normally lead to one term extension (and can be applied for more than once).

Dyslexic learners will continue to be permitted extra time and more than one feedback.
Learning Outcomes:

Understanding Dyslexia:

At Level 6
Professional competence in:
1. student-centred diagnostic procedure.
2. interpreting, analysing and synthesising diagnostic evidence to draw accurate conclusions and identify specific strengths and weaknesses
3. making recommendations for additional learning support with reference to the demands of the course

At Level 7
Professional competence in:
1. student-centred diagnostic procedure drawing on current research to support and inform the diagnostic process.
2. interpreting, analysing and synthesising diagnostic evidence to draw accurate conclusions and identify specific strengths and weaknesses informed by current research and theoretical perspectives.
3. using student-centred diagnostic information and an evaluation of current research as a basis for recommending an individualised learning programme with reference to the demands of the course.

Developing individual learning support programmes for adult dyslexics

At Level 6
Professional competence in:
1. using diagnostic information as a basis for developing an effective individual spelling (or writing) programme building on the processing and learning style strengths of dyslexic students
2. evaluating and revising teaching approaches to spelling (or writing) appropriately through observing and monitoring student learning, and reflecting on own practice

At Level 7
Professional competence in:
1. using diagnostic information and an evaluation of current research as a basis for drawing up an individualised spelling (or writing) programme building on the processing and learning style strengths of dyslexic students and drawing on current research and theoretical perspectives.
2. researching, exploring and evaluating new approaches and adapting these appropriately through observing and monitoring student learning, and reflecting on own practice.

Testing and dyslexia diagnostic report writing
Professional competence in:
1. identifying, selecting, using and justifying methodology appropriate for diagnosing dyslexic adults
2. interpreting, analysing and synthesising evidence from a range of tasks and observations including the use of recognised appropriate psychometric assessments to draw accurate diagnostic conclusions and identify specific strengths and weaknesses.
3. writing diagnostic reports for other professionals with detailed evidence, diagnosis and recommendations for teaching, specialist examination provision and institutional support

Developing individual learning support for adult dyslexics

At Level 6
Professional competence in:
3. using diagnostic information as a basis for developing effective individual learning support building on the processing and learning style strengths of dyslexic students
4. evaluating and revising teaching approaches appropriately through observing and monitoring student learning, and reflecting on own practice
5. advising mainstream teachers in modifying the curriculum and pedagogy to take account of the learning needs of dyslexic students

At Level 7
Professional competence in:
3. using diagnostic information and an evaluation of current research as a basis for developing individualised learning support building on the processing and learning style strengths of dyslexic students and drawing on current research and theoretical perspectives.
4. researching, exploring and evaluating new approaches and adapting these appropriately through observing and monitoring student learning, and reflecting on own practice.
5. advising mainstream teachers in modifying the curriculum and pedagogy to take account of the learning needs of dyslexic students justifying the recommendations on the basis of current theory and research findings.

Assessment Reports for the DSA

Professional competence in:
1. selecting, administrating, analysing, synthesising and interpreting appropriate psychometric and qualitative assessments in the writing of reports suitable for the Disabled Students Allowance.
2. writing accessible professional diagnostic reports with detailed evidence, accurate diagnostic conclusions and recommendations suitable for students going on to HE.
Research Methods

Demonstrate a critical awareness of:

1. ethical issues in assessment
2. the impact of the process on the learner
3. strengths and weaknesses of diagnostic methodology
4. discourses of dyslexia
5. limitations of evidence and its interpretation
6. the strengths and weaknesses of action research in the wider context of research methods
Criteria of assessment

Understanding Dyslexia, level 7:

Candidates reach a standard of Professional competence when they demonstrate:

- sound understanding of the theoretical basis of dyslexia and its implications for assessment and learning, including synthesis and evaluation of research and engagement with key issues in diagnosing and teaching dyslexic adults
- appropriate selection and accurate use of diagnostic methodology with adequate theoretical justification
- detailed observation, analysis and interpretation synthesising a range of evidence and drawing accurate conclusions
- a good standard of written communication appropriate to a professional audience
- a good range of appropriate recommendations, taking into account the student's strengths and weaknesses, the context of the student's learning, liaison with others and the student's own aims and learning style, and utilising research knowledge

When candidates fail to reach a standard of Professional competence at level 7, they may reach a standard of Professional competence at level 6 when they demonstrate:

- sound understanding of the theoretical basis of dyslexia and its implications for assessment and learning
- appropriate selection and mainly accurate use of diagnostic methodology
- detailed observation, analysis and interpretation synthesising a range of evidence and drawing mainly accurate conclusions
- a standard of written communication appropriate to the work environment
- a good range of appropriate recommendations, taking into account the student's strengths and weaknesses, the context of the student's learning, liaison with others and the student's own aims and learning style

Developing individual learning support programmes for adult dyslexics, level 7:

Candidates reach a standard of professional competence when they demonstrate:

- sound understanding and analysis of student's strengths and difficulties with spelling (or writing)
- good understanding of relevant learning theory and its application to the learner and learning programme, with some engagement with key issues
• appropriate and flexible response to student's learning style, showing some creativity in exploring a range of learning spelling (or writing) strategies
• good involvement of student in most aspects of the learning to spell (or write) process
• effective liaison with other professionals
• detailed reflection and evaluation of own learning and practice, with clear examples of modification of practice in response
• clear student achievement in development of learning and autonomy; student has progressed significantly in understanding of own preferred learning strategies and transferring learning to other situations

When Candidates fail to reach a standard of professional competence at level 7, they may reach a standard of professional competence at level 6 when they demonstrate:
• sound understanding and analysis of student's strengths and difficulties with spelling (or writing)
• good understanding of relevant learning theory and its application to the learner and learning programme
• flexible and appropriate response to student's learning style, exploring a range of learning spelling (or writing) strategies
• good involvement of student in most aspects of the learning to spell (or write) process
• detailed reflection on own learning with clear examples of modification of practice in response
• clear student achievement in development of learning and autonomy; student has progressed significantly in understanding of own preferred learning strategies and transferring learning to other situations

Testing and Diagnostic Report writing, Level 7:

The Candidates reach a standard of professional competence when they demonstrate they can:
• identify, select, use and justify methodology appropriate for diagnosing dyslexic adults
• interpret, analyse and synthesise evidence from a range of tasks, liaison with others and observations to draw accurate diagnostic conclusions and identify specific strengths and weaknesses
• write diagnostic reports for other professionals with detailed evidence, diagnosis and recommendations for teaching, specialist examination provision and institutional support

Developing individual learning support for adult dyslexics, level 7:

Candidates reach a standard of professional competence when they demonstrate:
• sound understanding and analysis of student's strengths and difficulties with their learning
• good understanding of relevant learning theory and its application to the learner and course learning, with some engagement with key issues
• appropriate and flexible response to student's learning style, showing some creativity in exploring a range of support strategies
• good involvement of student in most aspects of the learning support process
• effective liaison with other professionals
• detailed reflection and evaluation of own learning and practice, with clear examples of modification of practice in response
• clear student achievement in development of learning and autonomy; student has progressed significantly in understanding of own preferred learning strategies and transferring learning to other situations

When Candidates fail to reach a standard of professional competence at level 7, they may reach a standard of Professional competence at level 6 when they demonstrate:
• sound understanding and analysis of student's strengths and difficulties with their learning
• good understanding of relevant learning theory and its application to the learner and course learning
• flexible and appropriate response to student's learning style, exploring a range of support strategies
• good involvement of student in most aspects of the learning support process
• detailed reflection on own learning with clear examples of modification of practice in response
• clear student achievement in development of learning and autonomy; student has progressed significantly in understanding of own preferred learning strategies and transferring learning to other situations

Assessment Reports for the DSA, level 7
The Candidates reach a standard of professional competence when they demonstrate they can:
1. Understand the theory and application of psychometric and educational assessment
2. select appropriate assessment methods and materials based on an understanding of current theory and the educational level of the learner.
3. administer tests correctly, that are appropriate to age and educational attainment, score and interpret resulting data accurately
4. make teaching and learning recommendations that are directly linked to assessment findings, liaison with others and to the individual’s needs
5. understand and take account of current legal and professional issues, rules and regulations affecting individuals with SpLD
6. write accessible reports of a professional standard
Research Methods

The candidates demonstrate an appropriate critical awareness when they can identify:

- how ethical issues can effect their assessment practice positively
- the impact of the process on the learner and recognise how to take this into account
- strengths and weaknesses of diagnostic methodology accurately and relate this to current research methods theory
- how discourses of dyslexia underpin both diagnostic methodology and the self image of the learner
- what limitations of the evidence are and what the issues are for its interpretation
- the strengths and weaknesses of action research in the wider context of research methods, particularly in relation to notions of objectivity, validity and reliability
Marking Criteria

Unit 1: Understanding Dyslexia

Case Study including:
Interview
- thorough and appropriate use of form
- detail and thoroughness of observations
- use of follow-up questions and additional tasks/tests where appropriate
- understanding of theoretical implications of responses, demonstrated in a summary

Reading Analysis
- appropriate selection of materials (e.g. level) and methodology
- understanding and application of methodology
- thoroughness of observation of strengths and weaknesses, including strategies used by reader and their effectiveness
- ability to draw accurate conclusions based on observations and analysis
- understanding the theoretical and diagnostic implications of the learner’s reading style, miscues, comprehension, reading of regular and irregular words and non-words

Writing Analysis
- appropriateness of piece or pieces of writing analysed
- thoroughness and accuracy of observations and analysis
- understanding of theoretical implications, (eg of underlying language/motor etc difficulties)
- accurate and detailed identification of strengths and weaknesses

Spelling Error Analysis
- appropriateness of the selection of materials (e.g. level) and methodology
- understanding and accurate application of methodology
- thoroughness of observation of learner’s strengths and weaknesses, including strategies used in attempting spelling and their effectiveness, handwriting and ability to identify errors
- ability to draw accurate conclusions based on observation and analysis
- understanding the theoretical implications of learner’s spelling errors, handwriting, verbal memory and self checking

Diagnostic Summary
- accurate identification of the balance of processing difficulties, with illustrative examples
- accurate identification of other difficulties which impact on the individual’s learning
- understanding the factors which may support or undermine a diagnosis of dyslexia
• accurate identification of the learner’s strengths and an understanding of how they may be used to support learning
• appropriateness of identified teaching priorities and strategies
• clarity and appropriateness of language

Developing Individual Learning Support programmes for Adult Dyslexics

Individual Spelling Programme
• understanding and accurate use of methodology (e.g. link with writing, memory, learning how to learn, grouping words, use of dictations etc.)
• use of diagnostic approach in analysing and identifying learner’s pattern of errors, processing strengths and weaknesses, and learning style
• development of learning strategies through maximising learning and processing strengths and experimenting with a range of appropriate strategies
• involvement of learner in the learning process – developing autonomy in learning and monitoring and evaluating learning
• reflection on own learning and modification of approaches and /or strategies in response
• effectiveness of teaching in terms of learner’s progress in spelling and understanding own learning, identification and using processing strengths and preferred learning style and transferring learning to other contexts

Writing programme
• Understanding the links between writing, language, reading, planning, course demands and genre
• use of diagnostic approach in analysing and identifying learner’s strengths and difficulties with writing, linking these to underlying processing strengths and difficulties, and cognitive style
• development of learning strategies through maximising learning and processing strengths and experimenting with a range of appropriate planning, reading and writing strategies
• involvement of learner in the writing process – developing autonomy in learning and monitoring and evaluating learning
• reflection on own learning and modification of approaches and /or strategies in response
• effectiveness of teaching in terms of learner’s progress in writing and understanding own learning, identification and using processing strengths and preferred cognitive style and transferring learning to other contexts
Testing and dyslexia diagnostic report writing

This requires a diagnostic report with supporting evidence that demonstrates:

• an accurate and detailed identification of strengths and weaknesses using methodology appropriate to adults
• detailed observation, analysis and interpretation, synthesising a range of evidence from the whole diagnostic process and in liaison with others and drawing sound conclusions
• an ability to take account of any additional factors that may support or undermine a diagnosis of dyslexia
• an integrated understanding and synthesis of key issues and research in the diagnosis and recommendations made for adults.
• a good standard of written communication appropriate to a professional audience, cognisant of prevailing diagnostic policies and practice
• a good range of appropriate and prioritised recommendations utilising some research knowledge, taking into account the student's strengths and weaknesses, the context of the student's learning and the student's own aims and learning style,

Developing Individual Learning Support for Adult Dyslexics

Individual Learning Support Programme

• use of diagnostic approach in analysing and identifying learner’s cognitive style and processing strengths and difficulties
• appropriateness of identified priorities and materials/resources in relation to learner’s needs, aims and context in liaison with others
• development of learning strategies through maximising learning and processing strengths and experimenting with a range of appropriate strategies
• staging learning over time, building in evaluation and modification
• involvement of learner in the learning process – developing autonomy in learning and monitoring and evaluating learning
• reflection on own learning and modification of approaches and /or strategies in response
• effectiveness of teaching in terms of learner’s progress and understanding own learning, identification and using processing strengths and preferred learning style and transferring learning to other contexts

Assessment Reports for the DSA

This requires a diagnostic report using the recommended proforma and assessments with supporting evidence that demonstrates:

1. an understanding of the theory and application of psychometric and educational assessment
2. the selection of appropriate assessment methods and materials based on an understanding of current theory
3. correct administration of tests and accurate interpretation of resulting data
4. that teaching and learning recommendations are directly linked to assessment findings and to the individual’s needs
5. an understanding and takes account of current legal and professional issues, rules and regulations affecting individuals with SpLD
6. that they are accessible to non-specialists while meeting appropriate professional standards

Research Methods

This requires an analytical evaluation of a diagnostic assessment that demonstrates:

- an ability to analyse the ethical issues in relation to the specific learner in the context of current research
- an accurate analysis of the impact of the process on the learner, the evidence for this, and how this can be taken into account
- a good grasp of current theory in relation to different diagnostic methodologies as well as being able to identify the practical implications of different approaches.
- a clear knowledge of the nature of different discourses about dyslexia and how these relate to a particular learner’s self-perception of dyslexia.
- a clear knowledge, or analysis, of the particular limitations of the evidence in this case and the implications for making judgements.
- the ability to discuss the strengths and weaknesses of action research in the wider context of research methods, particularly in relation to notions of objectivity, validity and reliability
Teaching and Learning Pattern

The taught element is usually staged over two years, to provide sufficient time for the guided learning and work with learners.

Theoretical content is delivered through a combination of tutor led interactive seminars and small group presentations based on reading assignments. Each session also includes discussion and experiential activities, group and pair work practising new methodology and/or reflecting on individual work with students. Approximately one half of the sessions are theory and presentations, and one half experiential and practical.

Over 500 hours of guided learning includes focused reading and preparation of presentations, completing practical tasks in applied methodology including both qualitative and psychometric assessments, working with learners, reflecting on and recording your own practice and re-evaluating what has been learned following substantial formative feedback. During the course, students can expect practice with and feedback on using psychometric assessments recommended by the HE working group, standardised assessment required for exam access arrangements and other assessments including digit span, nonword lists, spelling error analysis and miscue analysis.

Following the taught elements, participants receive substantial individual written feedback on each submission. An important element of the learning process is reflecting and responding to this feedback, which should also be demonstrated by the further development of their practice and understanding. Where work is judged by the tutor/assessor to be below pass standard or to lack adequate evidence of achieving the learning outcomes, candidates are also given clear guidelines on what work they will need to revise or any additional pieces of work to be submitted for assessment. Where a candidate has a disability, additional face-to-face tutorials may be arranged.

Students are offered group and/or individual tutorials on portfolio preparation as appropriate. Individual tutorial support is provided primarily through distance learning, but may be face-to-face, depending on needs and circumstances.
Teaching programme

Understanding Dyslexia and Developing Individual Learning programmes for Dyslexic Adults

Session 1 Definitions and Language Processing
- Introduction to definitions of dyslexia
- Introduction to an understanding of language processing
- The experience of being dyslexic
- Introduction to the demands of the course:
  - Assignments
  - Guided and distance learning
  - Case study
  - Individual learning support programmes
  - Unit 3 and 4
  - Research methods
  - Dissertation (for those interested in achieving an MA)

Session 2 Dyslexia and Learning Styles
- Hemispherical specialisation and dyslexic learning styles
- Cognitive style and memory
- Visual and verbal thinking
- Learning styles, perceptual modes and processing difficulties
- Introduction to a learning styles approach to teaching spelling

Session 3 Visual processing, Laterality, Memory and the Diagnostic Interview
- Visual processing
- Meares-Irlen syndrome
- Short and long-term model of memory
- Working memory
- Automaticity and practice
- Educational kinaesiology
- Diagnostic interview
- Additional tests
  - Digit span
  - False spoonerisms
  - Interpretation

Session 4 Auditory processing, sub-types and an introduction to Spelling Error Analysis
- Auditory processing
- Nonword tests
• Language and the brain
• 3 sub-types of dyslexia
• Introduction to spelling error analysis

Session 5  Teaching Spelling
• Diagnostic dictations
• Developing spelling error analysis skills
• Visual, motor and auditory errors
• Working with the adult learner
• Teaching strategies

Session 6  Reading Style and Miscue Analysis
• Miscue analysis
• Selecting appropriate texts for level of learner (including HE)
• Listening, observation and annotating text
• Reading styles and comprehension
• Compensation strategies and reading
• ICT and reading

Session 7  Reading
• Reading strategies
• Words in combination
• Analysis of non word, regular and irregular word list tests
• Interpreting word list performance
• Fogg and readability
• Individual learning support from basic skills to HE

Session 8  Developing reading and writing programmes
• Matching reading strategies to specific learners (at different levels)
• Development of strategies into a reading programme
• Staging a reading programme
• Scaffolding
• Building on strengths
• Analysis of free writing
• Strengths, weaknesses, purpose and priorities in teaching writing
• ICT and writing

Session 9:  Developing Writing
• Teaching strategies
• Identifying priorities
• Identifying barriers
• Links to theory
• Mindmapping
• ICT
• Liaison with course tutors

• Introduction to maths, dyslexia and dyscalculia

Session 10  Diagnostic Opinion and negotiating next steps
• Diagnosis and sub-types
• Linking evidence to recommendations
• Introduction to the HE Working Group recommended tools and principles
• Feedback to students
• Counselling skills and "reframing"
• Negotiating next stages with students

Testing & Diagnostic Report Writing

Session 1: Tests
• Samples and individuals within them
• Introduction to Standardisation
  o Norms
  o Quotients
  o Standard deviation
  o Percentiles
  o Validity
  o Reliability
  o Meaning and interpretation
• Introduction to IQ and discrepancy models
  o Purpose
  o discrepancies
  o reading and spelling "ages"
• Testing experience
  o Reducing stress in test situations
  o Cultural bias
  o Individual bias
• Reports and how to interpret them

Session 2: Tests 2
• A critical evaluation of testing ideologies, principles, purposes and practice.
• Additional tests for specific requirements
  o Exam boards
  o DSA
• Tests and ESOL students
• Diagnostic assessment and basic skills
Session 3: Exam reports
- Selecting appropriate standardised tests
- Developing skills in using appropriate tests
- Interpreting tests and access arrangements

Session 4: Report writing
- Synthesising the evidence
- Linking recommendations to evidence
- Reports for different audiences
  - Exam boards
  - FE
  - HE/DSA
- Talking to students about results
- The need for continuous professional development
- Course evaluation

Developing Individual Learning Support for Adult Dyslexics

All the main taught elements of this unit are done as part of the first 10 sessions (above). Up to a further 6 sessions are arranged (usually linked with the research methods unit) where participants are expected to:
- Bring in their recordings of learning support for peer review and tutor feedback
- Discuss strategies and difficulties
- Develop a creative and autonomous approach to individualised learning support.

Report writing for the DSA

Session 1: Concepts of intelligence and dyslexia
- Models of intelligence
- Theory and practice of ‘measuring’ intelligence
- Evaluating evidence

Session 2
- Introducing the WRIT
- Visual and verbal ability
- Sub tests and discrepancies

Session 3
- Accuracy
- Validity
- Reliability
- Interpretation
- Issues for equality and diversity
- Sharing test experience
Session 4
- Recommended standardised tests
- Making recommendations

Session 5
- Discourses of dyslexia and their implications
- Selecting standardised tests
- Practical applications
- Interpretations
- Synthesising the evidence
- Simulated assessments
- Selecting tests
- Making judgements

Session 6
- Critically evaluating reports
- Writing reports for the DSA
- Providing feedback
- The Practising Certificate

Research Methods

Session 1:
- Introduction to research methodologies
- Epistemological assumptions
- Strengths and weaknesses of research methodologies
- Action research and the self-reflective process
- Introduction to the implications for the assessment process

Session 2
- Applying research methodology to the assessment process
- Ethical issues in the assessment process
- Theoretical models and experience in practice
- Evaluating the impact of the assessment process on the learner
- Using this interactive feedback to improve the assessment process

Session 3
- Concepts of reliability and validity in relation to
- Equality and diversity
- Qualitative assessments
- Sharing the experience of using standardised assessments

Session 4
- Reporting research
- Developing a research community
- Critical evaluation of recommended tests
Session 5

- The implications for different discourse about dyslexia
- Different discourses and the self
- Assessment, politics of dyslexia and the DDA/DSA
- Research, self- reflection and making change
  - In the educational institution
  - With the learner
- Selecting appropriate tests
- Making judgments

Session 6

- Critical evaluation of the assessment process
- Using research methodologies to improve the quality and experience of the assessment process
- Critical evaluation of the impact of feedback
Formative Feedback

Formative feedback will be provided for each unit as follows:

Unit 1: Understanding Dyslexia

Once the initial case study has been submitted, written feedback will be provided by the trainer identifying:

• the main strengths of the work
• what needs to be done to pass
• what could be done to improve

Unit 2: Developing Individual Support Programmes for Adult Dyslexics

(a) Spelling programme:
After the third week of the spelling programme (see appendix 2), feedback will be provided (as above) making links to the Individual Learning Support (ILS) criteria as appropriate.
(b) Alternative writing programme for those working in HE Sector:
Feedback will be provided on after the completion of the first piece of writing making links to the Individual Learning Support (ILS) criteria as appropriate.

The final portfolio of evidence meeting the specified criteria does not normally receive further formative criteria, but is finally assessed when submitted. Tutorial advice can be sought if the criteria and the evidence required is not clear to the candidate.

Unit 3: Testing and Diagnostic Report Writing

Once the initial diagnostic report with supporting has been submitted, written feedback will be provided by the trainer identifying:

• the main strengths of the work
• what needs to be done to pass
• what could be done to improve
Developing Individual Support Programmes for Adult Dyslexics

1. Initial Learning Plan. These are submitted on supported students for initial formative feedback as early as possible.

2. Audio-visual observations
In addition, formative and peer feedback will be given on the video evidence as it is provided. This formative assessment is intended (along with the feedback on understanding dyslexia) to inform the development of the ILS.

The final portfolio of evidence meeting the specified criteria does not normally receive further formative criteria, but is finally assessed when submitted. Tutorial advice can be sought if the criteria and the evidence required is not clear to the candidate.

Assessment Reports for the DSA

Once the initial report with supporting evidence (including the video evidence) has been submitted, written feedback will be provided by the trainer identifying:

- the main strengths of the work
- what needs to be done to pass
- what could be done to improve

Research Methods

Once the evaluation of the chosen assessment has been submitted, written feedback will be provided by the trainer identifying:

- the main strengths of the work
- what needs to be done to pass
- what could be done to improve
Quality assurance

The PGDip in Adult Dyslexia Diagnosis and Support can only be delivered by a trainer who has successfully completed our trainer course and has the Practitioners Certificate. Qualified trainers currently deliver our Postgraduate Certificate across the country.

Course evaluation

All students will be encouraged to feed back their comments on the course content and teaching and assessment, as well as to reflect on their own learning through evaluation/reflection sheets for each session. These help shape discussions and identify points or issues for clarification.

Students are also asked to complete an end of course evaluation that informs course boards and reviews.

Assessment regulations

Portfolios must be submitted on the due date; extensions up to two weeks may be agreed where there are mitigating circumstances if written requests detailing the reason are sent to the course tutor before the due date. Requests for extensions beyond two weeks must include evidence for the reason for the extension and will be decided by the examination board.

Examination boards will meet three times a year to make awards. Candidates who fail to meet the pass standard may fail or be referred and offered an opportunity to resubmit all components of the assessment which the examination board considers to be unsatisfactory. Those who fail may be allowed to re-take the course with full attendance in order to achieve the certificate.

All portfolios are internally moderated by a separate assessor; the judgement must be agreed by both. Portfolios are also sampled by our external examiner, Julia Kender, Southampton University, to ensure quality and fairness in marking. All students receive a feedback sheet with comments for each element of the portfolio.

Policy on Dyslexia

Dyslexic tutors/lecturers who meet entry requirements are actively encouraged to apply and offered a range of support with the assessment process.

Support for dyslexic candidates includes.

• extra time at each stage of the submission process
• additional tutorials/support with opportunity to revise more than once if appropriate
• additional guidance on meeting standards
• consideration for written language difficulties (submissions are accepted on tape from any student who prefers this to writing) with the exception of the diagnostic reports

Quality Enhancement

The LLU+ runs a number of activities designed to enhance the quality of provision and the professional development of our trainers. These include:

• Moderation events and course review meetings (alter subsequent wording?) where we share assessment results, practices and discuss emerging difficulties, disagreements and the implications of new research in the field.

• We run regular Network meetings (3 per year), which include seminars and training events to update all our trainers and students about emerging research, issues and innovations in practice.

• The summer course board will review the strategic need for annual updating of trainers, and arrangements will be made for the following academic year.

• We have now begun to develop regional dyslexia network meetings outside London (starting in the North West of England).
Indicative Reading List


Bryman, A (1985) *Quantity and Quality in Social research*, Falmer


DfES, ESOL *Access for All: guidance on making the ESOL core curricula accessible* (2006)


Heron, J (1996) *Cooperative Inquiry: research into the human condition*, London: Sage

Hornsby, B (2001) *Dyslexics I have known or reaching for the stars*, Whurr


LLU+, *Supporting Dyslexic Students in Further Education: Guidelines for Best Practice* (2002), LLU+, Avanti


Nicolson, R, Developmental Dyslexia: into the future, Dyslexia, 2, 3, 190–207


Pollak, D (2005), Dyslexia, the Self and Higher Education, Trentham Books.


Rice, M and Brooks, G (2004), Developmental dyslexia in adults: a research review, NRDC


Snowling, M (2001) From Language to Reading and Dyslexia, Dyslexia 7,1, 37-46


Stanovich, K.E. & Stanovich, P.J. (1997). *Further thoughts on aptitude/achievement discrepancy*. Educational Psychology in Practice, 13, 1, 3-8


Sunderland, H (1999), *Diagnosing Students who speak English as an Additional Language*, LLU+


Turner, M (1997) *Psychological Assessment of Dyslexia*, Whurr


Selected articles and chapters on theory and practice from a variety of professional journals and books and teaching and diagnostic materials will be given out on the course.

**Videos**

**Adult Dyslexia Series:**

*Identifying Dyslexia: a diagnostic interview,*

*On Being Dyslexic, adults talking about dyslexia*

*Spelling to Learn: using a learning styles approach to spelling with dyslexic adults*, LLU+ (available from Avanti)

Lavoie, R. *FAT City: How difficult can this be?* Eagle Outreach Team
Appendix 1: 3rd week of spelling programme

<table>
<thead>
<tr>
<th>Week</th>
<th>Practicing word lists</th>
<th>Testing single words (1 week later)</th>
<th>Testing words in sentences (2 weeks later)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Word list 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Word list 2</td>
<td>Single word test 1</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Word list 3</td>
<td>Single word test 2</td>
<td>Dictation 1</td>
</tr>
<tr>
<td>Week 4</td>
<td>Word list 4</td>
<td>Single word test 3</td>
<td>Dictation 2</td>
</tr>
</tbody>
</table>

And so on…………………………………………………………………………………………………………………………
### Appendix 2: Assessment programme chart

<table>
<thead>
<tr>
<th>Unit</th>
<th>Formative assessment</th>
<th>when</th>
<th>Final assessment</th>
<th>when</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding dyslexia</td>
<td>Case-study</td>
<td>See p25</td>
<td>Case-study</td>
<td>See p25</td>
</tr>
<tr>
<td>Developing individual learning support programmes for adult dyslexics</td>
<td>1. 3rd week of spelling program</td>
<td></td>
<td>Portfolio of evidence including self-reflective teaching and learning logs, observations and evaluated learning plans.</td>
<td>See p25</td>
</tr>
<tr>
<td>Developing individual learning support for adult dyslexics</td>
<td>1. Initial learning plans</td>
<td>1. When complete (ideally by session 10)</td>
<td>Portfolio of evidence including self-reflective teaching and learning logs, observations and evaluated learning plans.</td>
<td>See p25</td>
</tr>
<tr>
<td></td>
<td>2. Recording 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Recording 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research methods</td>
<td>Evaluated diagnostic assessment process</td>
<td>With the completed (final submission of a diagnostic assessment</td>
<td>Research report including the diagnostic assessment and supporting evidence</td>
<td>See p25</td>
</tr>
</tbody>
</table>
Adult Dyslexia Diagnosis and Support
Unit Structure

3 units = Postgraduate Certificate
6 units = Postgraduate Diploma

Understanding dyslexia (level 6/7)

Dev. Learning Support Programmes (6/7)

Testing & Diagnostic Report Writing (7)

Dev. Individual Learning Support (6/7)

Writing Reports for the DSA (7)

Research Methods (7)

Dissertation (level 7)
The unit sequence for the MA ADDS.

1. Candidates enrol for the PgCert. This normally consists of the following units:
   - Understanding dyslexia
   - Developing Learning Support Programmes (e.g. spelling)
   - Testing & Diagnostic Report Writing

2. If candidates realise after units 1 & 2 that they do not wish, or are unable, to be diagnostic assessors, they can complete the PgCert by taking the second learning support unit normally offered as part of the Diploma instead of the testing and diagnostic report writing unit.

3. Candidates enrol on the PgDip. This normally consists of
   - Dev. Individual Learning Support (e.g. study skills - now linked more explicitly research methods)
   - Writing Reports for the DSA
   - Research Methods

4. Candidates can now enrol on the MA ADDS by negotiating and completing a dissertation.
The framework can be considered to have a number of specific awards and pathways

A. The specific awards are:

1. **MA in Adult Dyslexia Diagnosis and Support** (all units, or equivalent, are compulsory for these awards).

   - **Postgraduate Certificate** 60 credits
   - **Postgraduate Diploma** 120 credits
   - **MA** 180 credits

<table>
<thead>
<tr>
<th>Understanding Dyslexia (25)</th>
<th>Assessment Reports for the DSA (15)</th>
<th>Dissertation (60)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing individual learning support for adult dyslexics (40)</td>
<td>Testing and dyslexia diagnostic report writing (20)</td>
<td></td>
</tr>
<tr>
<td>Research Methods: the Teacher as Researcher (20)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   The Diploma is expected to entitle graduates direct access to the **Practitioners Certificate** on application to PATOSS (the dyslexia specialists’ professional body).

2. **Postgraduate Certificate in Multisensory eLearning & Dyslexia Support**
   Single 60 credit unit

3. **Postgraduate Certificate for Trainers of Adult Dyslexia Diagnosis and Support**
   Single 60 credit unit
4. Postgraduate Certificate for Teachers of Adults with Learning Difficulties

1. Understanding adults with learning difficulties (20)
2. Supporting individual learning development for adults with learning difficulties (40)

5. Postgraduate Certificate in Training the Teacher Trainers

1. Teaching, Training and Teacher Education (20)
2. Subject Specifics; Teacher-Training and the Contexts of ESOL, Literacy or Numeracy (20)
3. Observation of Training (20)

B. Flexible routes through the Framework

We have also built in flexibility, so that specific awards can become pathways to further awards or qualifications.

1. The Postgraduate Certificate in Adult Dyslexia Diagnosis and Support can lead to the Postgraduate Diploma in Adult Dyslexia Diagnosis and Support in the Workplace (the first 3 units are prerequisites for the unit: Dyslexia in the workplace).
   a) Understanding Dyslexia (25)
   b) Developing individual learning support for adult dyslexics (40)
   c) Testing and dyslexia diagnostic report writing (20)
   d) Dyslexia in the Workplace (40)

2. The MA in Adult Dyslexia Diagnosis and Support can also lead on to a professional qualification: LLU+ Certificate in Dyslexia and the Workplace (40 credits).

In addition to the dyslexia pathway, there are 2 other main pathways (see Postgraduate certificates above).

1. Teachers of Adults with Learning difficulties
2. Training the Teacher Trainers
The individual Postgraduate Certificates can become Diplomas if units worth a further 40 credits (from any of the other pathways or units within the MA framework) are achieved in addition to the Research Methods unit. This allows them to become MAs with the addition of a dissertation.

The titles of these diplomas or MAs would follow the title of the certificate. For example, the Postgraduate Certificate for Teachers of Adults with Learning Difficulties would become the Diploma for Teachers of Adults with Learning Difficulties, or the MA for Teachers of Adults with Learning Difficulties.