

Higher National Unit Specification

General information for centres

Unit title: Dyslexia: Working With Individuals with Dyslexia

Unit code: F171 34

Unit purpose: This Unit is designed to enable candidates to work in a teaching or support role with an individual with dyslexia or dyslexic traits in a one-to-one or group setting. It will encourage candidates to apply theoretical knowledge in a practical context. It is applicable to people working with adults in either a paid or voluntary capacity in a variety of learning or workplace settings such as higher and further education, community learning, literacy and numeracy projects, workplace learning, workplace support and career development.

On completion of the Unit the candidate should be able to:

- 1 Analyse the needs of an Individual with Dyslexia and develop a profile of the individual.
- 2 Develop and Implement a Personal Action Plan for an Individual with Dyslexia in a real situation.
- 3 Reflect and evaluate own practice.

Credit points and level: 1 HN Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Recommended prior knowledge and skills: Candidates should have a sound theoretical knowledge of dyslexia in individuals either eg by completing HN Unit, *Dyslexia: Understanding and Supporting Individuals with Dyslexia*, or prior experiential learning. They should have good communication and interpersonal skills. They should be working, in either a paid or voluntary capacity in a teaching or supporting role with individuals in a learning or workplace setting.

Candidates will need to identify and secure the agreement of an individual with dyslexia or showing dyslexic traits with whom they can work for the purposes of completing the Unit.

Core Skills: There are no opportunities to develop Core Skills in this Unit.

Context for delivery: If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

General information for centres (cont)

This Unit could be delivered in conjunction with the theory Unit *Dyslexia: Understanding and Supporting Individuals with Dyslexia* which will provide the underpinning theoretical knowledge necessary to achieve it. It could also be used alongside the HNC *Working with Communities*. It may also be used as a discrete Unit for purposes of Continuing Professional Development (CPD) and with qualifications relating to Adult Literacies.

Assessment: This Unit is assessed by three assignments which include observation of performance while working with one individual in a one-to-one or group setting. Candidates will require to produce a profile of an individual with dyslexia or showing dyslexic traits, they will work with that individual to develop and implement a personal action plan, and will produce a reflective report on their own practice.

Outcome 1 is assessed by an assignment consisting of:

- ◆ the production of a profile and a draft Personal Action Plan of an individual with dyslexia showing dyslexic traits, who is being supported by the candidate in a learning or workplace setting

Outcome 2 is assessed by a two-part assignment consisting of:

- ◆ the production a final personal action plan agreed with the individual and
- ◆ observation of the implementation of that action plan

Outcome 3 is assessed by an assignment consisting of:

- ◆ a reflective report on the candidate's own practice

Higher National Unit specification: statement of standards

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The sections of the Unit stating the Outcomes, knowledge and/or skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Analyse the needs of an individual with Dyslexia and develop a profile of the individual

Knowledge and/or skills

- ◆ Cognitive and functional impact of dyslexia
- ◆ Practical implications for the individual with dyslexia
- ◆ Positive strategies and resources
- ◆ Coping strategies
- ◆ Communication and interpersonal skills
- ◆ How to gather and interpret information
- ◆ How to compile a personal action plan for an individual with dyslexia

Evidence Requirements

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ identify practical implications for an individual with dyslexia
- ◆ communicate effectively with an individual with dyslexia
- ◆ compile a background report to identify strengths and weaknesses, learning styles, existing coping strategies and support for an individual with dyslexia
- ◆ gather and interpret information
- ◆ produce a draft personal action plan for the individual being supported

Assessment guidelines

Outcome 1 is assessed by an assignment consisting of the production of a profile of an individual with dyslexia, or showing dyslexic traits, who is being supported by the candidate in a learning or workplace setting. A draft personal action plan in the context of the specific learning or workplace setting should also be produced. This plan should outline the individual's goals and the strategies and resources needed to achieve these.

Higher National Unit specification: statement of standards (cont)

Unit title: Dyslexia: Working With Individuals with Dyslexia

Outcome 2

Develop and Implement a Personal Action Plan for an Individual with Dyslexia in a real situation

Knowledge and/or skills

- ◆ Theories relating to supporting individuals with dyslexia
- ◆ Different approaches to supporting dyslexia
- ◆ Target setting
- ◆ Personal Action Planning
- ◆ Communication skills
- ◆ Interpersonal skills
- ◆ Partnership working (with the individual)
- ◆ Sources of additional support (other agencies/organisations)
- ◆ Empowerment
- ◆ Motivational skills
- ◆ Support Strategies

Evidence Requirements

To achieve this Outcome candidates will need to:

- ◆ apply theories in a real situation
- ◆ work effectively with an individual
- ◆ communicate effectively
- ◆ develop and sustain a relationship
- ◆ encourage empowerment and self-determination
- ◆ set targets and plan action
- ◆ compile a personal action plan for the individual requiring support, including appropriate strategies and resources in a specific setting
- ◆ test and apply a range of appropriate support strategies
- ◆ provide an appropriate level of support

Assessment guidelines

Outcome 2 is assessed by a two-part assignment consisting of the production a final personal action plan agreed with the individual and observation of the implementation of that action plan.

Higher National Unit specification: statement of standards (cont)

Unit title: Dyslexia: Working With Individuals with Dyslexia

Outcome 3

Reflect and evaluate own practice

Knowledge and/or skills

- ◆ Self-evaluation frameworks
- ◆ Targets: Outcomes, Outputs
- ◆ Reflection on Practice
- ◆ Implications for own workplan and CPD needs
- ◆ Implications for organisation

Evidence Requirements

To achieve this Outcome, candidates will need to:

- ◆ reflect on practice
- ◆ review own workplan
- ◆ use a self-evaluation framework
- ◆ identify implications for own workplan, CPD and the organisation

Assessment guidelines

Outcome 3 is assessed by an assignment consisting of the production of a reflective report on the candidate's own practice. Candidates will be required to review and evaluate their own practice when working with the individual, what they have learned during this process and how this may affect their future practice and any implications for the organisation.

Administrative Information

Unit code: F171 34

Unit title: Dyslexia: Working with Individuals with Dyslexia

Superclass category: GB

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Version	Description of change	Date

Source: SQA

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Higher National Unit specification: support notes

Unit title: Dyslexia: Working with Individuals with Dyslexia

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

This is a practice-based Unit with observation being an integral part. This Unit is designed to enable candidates already working with adults in a one-to-one or group setting to show that they can provide appropriate support for an individual with dyslexia or dyslexic traits within that setting. Candidates will be expected to apply theoretical knowledge gained from the HN Unit *Dyslexia: Understanding and Supporting Individuals with Dyslexia*, or by prior experiential learning.

They will gather and interpret information to construct a profile of an individual with dyslexia. They will work with that individual to identify appropriate strategies and will then support them to test these strategies and implement and develop those that work best. They will evaluate and reflect on their practice.

The Unit is assessed by three assignments consisting of observation of performance, production of a profile of an individual, a personal action for the individual and by a reflective report. The candidate could compile a structured portfolio of evidence which should include: background information on the individual, a personal action plan for the individual, examples of strategies and resources used, direct observation of practice, self-evaluation, reflective reports, feedback from the individual. The candidate will be encouraged to keep a reflective diary throughout the course, which could be used as evidence in the portfolio and will be of use in compiling the reflective report for Outcome 3.

The candidate will be assessed on performance while working with one individual in a one-to-one or group setting. Some possible scenarios are given below:

- ◆ The candidate could be tutoring a group of adult learners, including at least one individual with dyslexia or showing dyslexic traits, in a community or workplace learning setting.
- ◆ The candidate could be supporting an employee with dyslexia or showing dyslexic traits as a human resource officer in the workplace.
- ◆ The candidate could be supporting a student with dyslexia or showing dyslexic traits in a further or higher education setting.
- ◆ The candidate could be supporting an offender with dyslexia or showing dyslexic traits in a prison setting or an ex-offender registered with a support organisation.
- ◆ The candidate could be supporting/tutoring an individual with complex Additional Support Needs of which Support for Dyslexia is one.

Higher National Unit specification: support notes (cont)

Unit title: Dyslexia: Working with Individuals with Dyslexia

Suggested Reading

Resource Pack. *Dyslexia: Understanding and Supporting Adults with Dyslexia*

Resource Pack. *Dyslexia: Working With Adults With Dyslexia*

Integrative Counselling Skills in Action, by Sue Culley and Tim Bond (Sage Publications Ltd (Counselling in Action Series), 2004)

Introduction to Counselling Skills: Text and Activities, by Richard Nelson-Jones
Sage Publications Ltd, Second Edition, 2004 ISBN 1-4129-0273-8)

Skills and Techniques for Counselling and Psychotherapy by
Nona Wilson (Allyn & Bacon to be published November, 2006)

Learning the Art of Helping: Building Blocks and Techniques, by
Mark E. Young (Prentice Hall, 2004)

Effective Helping: Interviewing and Counselling Techniques, by
Barbara Okun (Wadsworth June 2001)

The Anne Arbour guide to Special Educational Needs, by Dr Martin Phillips & Dr Mary Phillips
(Anne Arbour publishers 2004)

Working More Creatively With Groups 2nd edition, by Jarlath F Benson (Routledge 2001)

People Skills — how to assert yourself, listen to others and resolve conflicts, by Robert Bolton (Simon & Schuster New York)

Dyslexia and Learning Styles, by Tilly Mortimore (Whurr 2003)

Dyslexia In The Workplace, by Diana Bartlett & Sylvia Moody (Whurr 2003)

The Adult Dyslexic— Interventions and Outcomes, by McLoughlin, Leather & Stringer (Whurr 2002)

Making Dyslexia Work for you, by Goodwin & Thomson (David Fulton 2004)

Dyslexia — A Practitioners Handbook, by Gavin Reid (Wiley 2004)

Adult Dyslexia — A Guide for the Workplace, by G Fitzgibbon & B O'Connor (Wiley 2002)

Dyslexia in Adults — Education & Employment, by G Reid & J Kirk (Wiley 2001)

Teaching Skills in Further & Adult Education, by D Minton (Macmillan 1997)

Reflection in Learning & Professional Development, by J Moon (Kogan Page 2000)

Higher National Unit specification: support notes (cont)

Unit title: Dyslexia: Working with Individuals with Dyslexia

Websites

www.sagepub.co.uk SAGE publishes and markets reference books, professional books, textbooks, text supplements, workbooks, newsletters, videos, and electronic media on Counselling.

www.ctpdc.co.uk CTPDC is an established counselling training organisation in Liverpool. It provides nationally accredited counselling courses, from basic counselling skills, through intermediate counselling skills, to diploma in counselling levels.

www.bacp.co.uk The British Association for Counselling and Psychotherapy (BACP) is the largest and broadest body within the counselling sector. Its work with large and small organisations within the sector ranges from advising schools on how to set up a counselling service, assisting the NHS on service provision, working with voluntary agencies and supporting independent practitioners.

www.abilitynet.org.uk Abilitynet for information on using assistive technology as a support strategy for both learning and workplace situations. Includes useful downloadable fact sheets.

www.adders.org Information and support for people with ADD.

www.dyspraxiafoundation.org.uk Information on dyspraxia including support strategies.

www.ld.org an overview of several SpLDs including tips for support.

www.nas.org.uk The National Autistic Society.

www.bild.org.uk British Institute of Learning Disabilities.

www.corelearning.co.uk/gap Good Autism Practice Journal.

Guidance on the delivery and assessment of this Unit

This Unit is applicable to people working with individuals in either a paid or voluntary capacity in a variety of learning or workplace settings such as higher and further education, community learning, special/supported learning environments, literacy and numeracy projects, workplace learning, workplace support and career development. It will be of particular value to those working in the field, wishing to gain accreditation.

This Unit is designed to be delivered as a mixture of taught group sessions (18 hours), individual tutor contact (2 hours) and one-to-one contact with an individual with dyslexia or showing dyslexic traits (20 hours). The suggested delivery period is 20 weeks to ensure adequate time between group sessions for the required practical work to be completed.

Higher National Unit specification: support notes (cont)

Unit title: Dyslexia: Working with Individuals with Dyslexia

A possible delivery model is:

	Topic	Hours	Week
Group Sessions 1–3	Introduction to Course: Assessment, Diary of Activities, Reflective Report, Obtaining Consent from Individual. Overview of Dyslexia theory & practice, Support needs in different settings, Support agencies. Basic Interview Skills, Interview Techniques, Interpreting and Recording Information, Person centred Action Planning.	9	1 -3
Action Planning with individual		8	4 - 9
Group Session 4	Issues and Problems Tutor & Peer Support.	3	7
Implementing Plan with individual	Tutor Observation — 1 session in weeks 13– 16.	12	10 - 16
Group Session 5	Issues and Problems Tutor & Peer Support.	3	14
Individual Feedback on Observation		1	13–16
Group Session 6	Review & Reflective Report Writing.	3	17
Individual Feedback Session on Report		1	20

In order to help candidates achieve the Outcomes, tutors may use the Resource Pack, which provides handouts, tutor and student notes, assessment guidelines, consent forms and observational checklists.

For group sessions tutors may consider using the Resource Pack accompanying the *Dyslexia: Understanding and Supporting Individuals with Dyslexia* Unit to review dyslexia theory. They may consider contracting an external tutor to provide a session on interviewing and counselling techniques.

Candidates will be expected to show how they would support the chosen individual within the context of the particular setting in which they are operating. In Outcome 1 they will gather the information required to construct a profile of the individual, this will inform the production of an individual action plan for the individual. In Outcome 2 they will finalise this plan with the individual and put it into practice. In Outcome 3 the candidate will reflect on their work with the individual in the context of their own continuing professional development. Student support Notes provided in the Resource pack may be used to explain and outline the Unit.

Outcome 1 may be assessed by an assignment consisting of the production of a profile of an individual with dyslexia or showing dyslexic traits who is being supported by the candidate in a learning or workplace setting. Candidates will acquire the interviewing and counselling skills through taught group sessions to construct a profile of the individual. They will need to work sensitively with the individual to find out their status in terms of having an assessment of dyslexia, their experience in formal education, informal learning, training and work, their awareness of dyslexia and its impact on daily living and learning, their current home and work situation, the nature of their difficulties and how these impact on their home and work situation, which, if any, of their difficulties are related to dyslexia, and their aspirations and motivation to change. They will need to consider the individual's

Higher National Unit specification: support notes (cont)

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dyslexia or dyslexic traits in the broader context of the spectrum of SpLDs. They will also need to consider whether the individual's difficulties are caused by an unrecognised visual impairment rather than dyslexia or other SpLD.

They will then use this information to work with that individual to produce a draft personal action plan in the context of the specific learning or workplace setting. This plan will outline their goals and the strategies and resources needed to achieve these. The action plan may be very wide-ranging and could include working with other support agencies, for example to get a formal assessment of dyslexia, to arrange specific training in use of assistive technology, or to provide literacy support. This plan will be further developed and finalised in Outcome 2.

Outcome 2 may be assessed by a two-part assignment consisting of the production of an individual action plan and observation of the implementation of that action plan. Candidates will work with the individual to agree, finalise and implement the personal action plan, which was begun in Outcome 1. This action plan will detail the support strategies, methods, agencies and resources that will be accessed to enable the individual to achieve their personal goals.

Candidates will put into practice theoretical knowledge, gained about support strategies from the HN Unit, Dyslexia: Understanding and Supporting Individuals with Dyslexia (or other prior experiential learning), to support the learner to test, identify and apply those support strategies that will best enable them to achieve their personal goals. When required, candidates will work closely with other support agencies to enable the individual to acquire the necessary skills and resources to achieve their personal goals.

The strategies used will be appropriate for the individual's needs and the context in which the support is given to the individual, for example, support strategies to enable an individual to work in an office environment. Candidates will work flexibly with the individual, helping them to adjust the personal action plan when appropriate.

Observation of the candidate implementing the plan with the individual in an appropriate setting will be carried out. The assessor will observe one session in addition to gaining feedback from both the candidate and the individual. Tutor and peer group discussions should take place before during and after the plan is implemented to assess the effectiveness and appropriateness of the plan for the specified individual in the specific context. Evidence from these discussions will be used to inform the writing of the reflective report in Outcome 3.

Outcome 3 may be assessed by an assignment consisting of the production of a reflective report. Candidates will acquire and develop the skills of reflective practice in a group session. They will be encouraged to explore different methods of reflection of practice to find the one that best suits them.

They will be encouraged to gather evidence for their report: by keeping a diary of their activities in supporting the individual from the initial meeting, gaining an understanding of the individual's needs, implementing the personal action plan and the Outcomes of the support, and through tutor and peer group discussion to help them reflect and evaluate the effectiveness of the support they have given the individual including what went well and what could have been done more effectively.

They will be encouraged to use this evidence to inform the writing of their reflective report.

Higher National Unit specification: support notes (cont)

Unit title: Dyslexia: Working with Individuals with Dyslexia

For the report candidates will be required reflect on and evaluate their own practice when working with the individual, what they have learned through their work with this individual and how this will affect their future practice when working with individuals who have or display dyslexic traits, as well as implications for their organisation and their personal continuing professional development.

This Outcome will give the candidate a chance to draw together all the theoretical and practical knowledge they have gained during this and other courses to enable them to produce personal work-plans and make decisions about their own learning needs/goals to improve their professional practice in the future.

Opportunities for developing Core Skills

There are no opportunities to develop Core Skills in this Unit.

Open learning

There is potential for the Unit to be developed and used as a flexible or distance learning Unit.

Candidates with disabilities and/or additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).