



## Higher National Unit Specification

### General information for centres

**Unit title:** Dyslexia: Understanding and Supporting Individuals with Dyslexia

**Unit code:** F16Y 34

**Unit purpose:** This Unit is designed to enable candidates to understand the needs of individuals with dyslexia in order to provide effective support in a variety of professional roles. Candidates will investigate the characteristics and impact of dyslexia in individuals; investigate screening and assessment practice in establishing dyslexia in individuals to enable them to prepare a screening test; develop knowledge and skills in applying support strategies; identify the remit and responsibilities of statutory and voluntary support agencies and evaluate the support available from one specific agency.

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

- 1 Explain the nature and spectrum of dyslexia and its potential impact on individuals.
- 2 Prepare a screening test for individuals to identify possible dyslexia.
- 3 Explain the role of support agencies and evaluate the remit and function of one specific agency.
- 4 Investigate and suggest strategies for supporting individuals with dyslexia.

**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 good communication skills and some experience, paid or voluntary, working with individuals in a variety of settings such as guidance, information, learning, training, care.

**Core Skills:** There is no automatic certification of Core Skills or Core Skill components 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. However, this is a free-standing Unit and could be delivered as part of a small suite of qualifications relating to working with Individuals with Additional Support Needs. It may also be used as discrete Unit for purposes of Continuing Professional Development (CPD).

This Unit is a revision of HN D9AD 04, *Understanding the Needs of Adults with Dyslexia*.

## General information for centres (cont)

**Assessment:** This Unit is assessed by three assignments and a Report to cover the four Outcomes:

**Outcome 1** could be assessed by an assignment which involves the preparation of:

- ◆ a 1–2 page handout describing current and historical thinking about dyslexia including its place within the spectrum of Specific Learning Difficulties. This could be a general handout written for a lay audience or one written in the context of the candidate's own learning or workplace setting
- ◆ in addition to the handout candidates should provide a short rationale for choice of format, layout and content (this could be of about 100 words in writing or could be presented orally)

**Outcome 2** is assessed by an assignment in two parts:

- ◆ a short answer test on the limitations of the screening process and the difference between screening and assessment of dyslexia in individuals
- ◆ compilation of a simple dyslexia screening test of 15 questions covering a wide range of dyslexic difficulties. This could be an adaptation of an existing screening test to meet the needs of the candidate's workplace. Candidates would be expected to give reasons for their choices and an explanation of how they would use the test

**Outcome 3** is assessed by an assignment in two parts:

- ◆ a short answer test on the remit and responsibilities of statutory and voluntary support agencies
- ◆ an 8-10 minute oral presentation on the support available from one specific agency

**Outcome 4** is assessed by a Report based on a case study:

- ◆ candidates will be asked to analyse the information given and
- ◆ suggest appropriate strategies to support an individual in a learning and/or workplace settings

## **Higher National Unit specification: statement of standards**

**Unit title:** Dyslexia: Understanding and Supporting Individuals with Dyslexia

**Unit code:** F16Y 34

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**

Explain the nature of dyslexia and spectrum of dyslexia and its potential impact on individuals

#### **Knowledge and/or skills**

- ◆ Definitions of dyslexia
- ◆ Theories of dyslexia
- ◆ Potential impact of dyslexia on individuals
- ◆ Dyslexia within the Specific Learning Difficulties (SpLD) spectrum
- ◆ Positive and negative Indicators of dyslexia
- ◆ Cognitive and functional impact of dyslexia

#### **Evidence Requirements**

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

- ◆ describe the historical and current theories about and definitions of dyslexia, including its place within the broader context of SpLD
- ◆ explain the positive and negative indicators for dyslexia in individuals
- ◆ describe the cognitive and functional impact of dyslexia on the individual

#### **Assessment guidelines**

Outcome 1 could be assessed by an assignment which will provide evidence of the candidates' knowledge of dyslexia. They will be required to compile a 1- 2 page handout on dyslexia describing definitions and theories of dyslexia, including its place within the broader context of SpLD, the positive and negative indicators of dyslexia and the cognitive and functional impact of dyslexia. This could be a general handout written for a lay audience or one written in the context of the candidate's own learning or workplace setting. The candidates should also produce a short report outlining the rationale for their choice of format, layout and content to ensure that it is accessible by individuals with dyslexia.

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Dyslexia: Understanding and Supporting Individuals with Dyslexia

### **Outcome 2**

Prepare a screening test for individuals to identify possible dyslexia

#### **Knowledge and/or skills**

- ◆ Screening materials for individuals
- ◆ Difference between screening and assessment
- ◆ Limitations of the screening process
- ◆ Assessment process

#### **Evidence Requirements**

To achieve this Outcome, candidates will need to show that they can:

- ◆ identify and describe suitable screening materials for individuals
- ◆ explain the limitations of the screening process
- ◆ demonstrate an understanding of the assessment process
- ◆ compile a simple screening test

#### **Assessment guidelines**

Outcome 2 could be assessed by an assignment in two parts that will consist of: a short answer test to establish that candidates understand the limitations of screening and the difference between screening and a psychological assessment: the compilation of a simple screening test of 15 questions to identify possible dyslexia. This could be an adaptation of an existing screening test to meet the needs of the candidate's workplace. Candidates should be able to explain their reasons for including and excluding specific questions.

### **Outcome 3**

Explain the role of support agencies and evaluate the remit and function of one specific agency

#### **Knowledge and/or skills**

- ◆ Range of support agencies
- ◆ Remit and responsibilities of statutory and voluntary support agencies
- ◆ Relevant current legislation
- ◆ Dyslexia specific websites
- ◆ Interpreting and assessing information

#### **Evidence Requirements**

To achieve this Outcome, candidates will need to provide evidence to show that they can:

- ◆ explain the remit and responsibilities of statutory and voluntary support agencies and relevant legislation
- ◆ evaluate the effectiveness of one statutory or voluntary support agency
- ◆ obtain and interpret information from dyslexia specific websites

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Dyslexia: Understanding and Supporting Individuals with Dyslexia

### **Assessment guidelines**

Outcome 3 could be assessed by an assignment in two parts consisting of a short answer test on the remit and responsibilities of statutory and voluntary support agencies and an 8–10 minute oral presentation critically assessing the effectiveness of one public or voluntary agency in delivering its services, including the public information available on its website and in its leaflets.

### **Outcome 4**

Investigate and suggest strategies for supporting individuals with dyslexia

#### **Knowledge and/or skills**

- ◆ Theories of dyslexia
- ◆ Impact of dyslexia on individuals
- ◆ Learning styles
- ◆ Learning styles appropriate to individual needs
- ◆ Coping strategies
- ◆ Learning/Workplace Strategies
- ◆ Assistive Technology

#### **Evidence Requirements**

To achieve this Outcome, candidates will need to show that they can:

- ◆ relate theories of dyslexia to practical situations
- ◆ describe the impact of dyslexia on individuals
- ◆ describe learning styles
- ◆ explain the beneficial and detrimental strategies that individuals with dyslexia develop to cope with all aspects of their lives
- ◆ evaluate the strategies individuals can use to improve performance in learning and workplace settings including the role of assistive technology
- ◆ understand the role of learning style analysis in identifying appropriate strategies for individuals
- ◆ suggest appropriate strategies based on the above

### **Assessment guidelines**

Outcome 4 could be assessed by a Report based on a case study. Candidates will be asked to analyse the information given and suggest appropriate strategies to support an individual in a learning and/or workplace settings. Candidates will give reasons for their choices.

## Administrative Information

<b>Unit code:</b>	F16Y 34
<b>Unit title:</b>	Dyslexia: Understanding and Supporting Individuals with Dyslexia
<b>Superclass category:</b>	GB
<b>Original date of publication:</b>	February 2007
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### History of Changes:

Version	Description of change	Date
02	Support notes refined in line with current practice and terminology.	06/09/12

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## Higher National Unit specification: support notes

### Unit title: Dyslexia: Understanding and Supporting 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. However this can be delivered in 12, 8 or 6 weeks according to the amount of independent learning allocated and the amount of tutor input.

This Unit replaces Unit D9AD 04, *Understanding the Needs of Adults with Dyslexia*.

### Guidance on the content and context for this Unit

The purpose of the Unit is to enable candidates to acquire an understanding of dyslexia. Candidates will be encouraged to take a holistic approach to understanding impact of dyslexia on individuals, not concentrating solely on literacy and numeracy. They will look at its impact on family and social life, emotional wellbeing as well as on cognitive and functional ability. They will be encouraged to recognise that there can be beneficial as well as problematic aspects to dyslexia.

This Unit will provide the underpinning knowledge for the practical Unit *Dyslexia: Working with Individuals with Dyslexia*. It could also be used to complement the HNC Working with Communities and the PDA for Adult Literacy and Numeracy.

Candidates should understand that dyslexia is multi-faceted, affects more than ten percent of the population and varies in degree from severe difficulties to mild-to-moderate difficulties. Candidates should be encouraged to consider the social and emotional impacts, an individuals, their families and under circle.

Outcome 1 is an introduction to dyslexia as part of a continuum of Specific Learning Difficulties (SpLDs). It provides the theoretical base from which candidates can move onto the other Outcomes for the Unit.

Candidates should examine various definitions of dyslexia in order to develop an understanding of current and historical theories about dyslexia. This should include considering dyslexia in the context of other SpLDs such as Autism Spectrum Disorders, Attention Deficit/Hyperactivity Disorder (ADD/ADHD) and Dyspraxia. They should also be aware that some hidden/undetected, but correctable, visual impairments, such as binocular instability can cause literacy difficulties similar to those experienced by people with dyslexia and other SpLDS. Candidates should be able to identify the positive and negative key indicators that can suggest dyslexia in individuals and the cognitive and functional impact of dyslexia on learning.

Candidates should have an opportunity to explore and discuss with their peers the current thinking and theories about dyslexia, thus strengthening their knowledge and exploding any myths they may have. Candidates should gain a greater understanding of the effect dyslexia can have on all aspects of an individual's life including family social, learning and work. They should be encouraged to recognise the potential for individuals to benefit from their dyslexia. Dyslexia should not be seen solely in terms of problems to be solved.

## **Higher National Unit specification: support notes (cont)**

### **Unit title:** Dyslexia: Understanding and Supporting Individuals with Dyslexia

This Outcome should give candidates a working knowledge of the indicators of dyslexia to enable them to understand the purpose of the questions used in various screening tests; and the findings recorded in assessment reports. It should ensure that candidates' investigations of support agencies and publicly available information are better informed. It should help them when exploring support strategies with an individual.

In Outcome 2 candidates should develop an understanding of the communication and interpersonal skills required to support individuals with dyslexia at all stages from pre-assessment through to long-term support to implement effective strategies.

Candidates should develop an understanding of the various ways in which dyslexia or dyslexic traits are identified in individuals: checklists; screening tests; and psychological assessments. They should be encouraged to investigate various websites to find a range of checklists and screening materials available for download. When examining these, the theoretical knowledge gained in Outcome 1 should help them to understand the purpose of the questions asked and methods used. In turn this should help them to develop an understanding of an individual's strengths and weaknesses to assist them in suggesting appropriate support strategies in Outcome 4.

They should develop an understanding of the limitations of checklists and screening tests, both in terms of diagnosing dyslexia and of giving individuals access to financial and other support. They should be made aware of the difference between screening and psychological assessment. In particular, they should be made aware that psychological assessments to diagnose dyslexia can only be carried out by an educational or occupational psychologist. They could be given the opportunity to view and interpret an assessment report so that they could then help a recently diagnosed individual to understand and learn from their report in a sensitive and helpful way. A sample assessment report is included in the Resource Pack that supports this Unit (See below).

In Outcome 3, candidates should develop an understanding of the range, remit and responsibilities of statutory and voluntary support agencies. They should become aware of the requirements of relevant legislation including Disability Discrimination legislation with particular reference to education and employment. They should examine the information found on websites and in printed material. They should demonstrate an understanding of what constitutes 'dyslexia friendly' websites and printed material in terms of layout, font, colour and flexibility. They should be encouraged to recognise the ways in which support agencies promote a positive attitude towards dyslexia.

In Outcome 4, candidates should become familiar with the term 'strategy' in the context of supporting individuals with dyslexia to cope with areas of difficulty in learning or workplace settings. A good working definition is that a strategy is an efficient, effective and organised method or procedure that can be used to assist learning, remembering or performing. Candidates should be encouraged to find out about the wide range of strategies that could be used and to recognise that a person-centred approach, including identification of learning styles, is necessary when supporting an individual to find those that might work best. In many cases successful strategies will be ones that vary from traditional methods of learning or remembering, for example, finding different ways of learning to spell rather than being taught spelling rules.



## Higher National Unit specification: support notes (cont)

### Unit title: Dyslexia: Understanding and Supporting Individuals with Dyslexia

The range of strategies can be split into different categories:

- ◆ **Learning Strategies and Study Skills:** mind mapping; keeping a diary; organising notes; techniques for note taking; reading work out loud; using mnemonics; storyboarding; using graphical representations.
- ◆ **Person Support:** scribing for essays and examinations; proofreading; reading; literacy and numeracy tutoring, including synthetic phonetics.
- ◆ **Assistive Technology:** screen readers; voice recognition software; predictive thesaurus software; spell-checkers; interactive dictionaries.
- ◆ **Printed Documents:** different fonts; print size; spacing; coloured paper; coloured overlays.

Course Lecturers/Tutors may wish to help the candidates identify their own learning styles and then select those strategies that would best support their learning needs. In this way they will gain insight into how they could use the support of the individuals with whom they are working.

### Suggested Reading

A more extensive reading list is included in the Resource Pack that has been produced to support delivery of this Unit. This Resource Pack can be downloaded from the Internet. Contact the Dyslexia Working Party ([www.dyslexia-workingparty.org.uk](http://www.dyslexia-workingparty.org.uk)) for further details

- Bartlett, S. & Moody, S. (2000) *Dyslexia in the Workplace* (Whurr Publishers, 2000)  
Chivers, M. (2001) *Practical Strategies for Living with Dyslexia* (Jessica Kingsley Publishers, 2001)  
McLoughlin, D. et al (1993) *Adult Dyslexia: Assessment, Counselling and Training* (Whurr Publishers Ltd, 1993)  
Morgan Ellen & Klein Cynthia (2000) *The adult dyslexic in a non-dyslexic world* (Whurr Publishers, 2000)  
Nosek, K. (1997) *Dyslexia in Adults: taking charge of your life* (Taylor Publishing Co., 1997)  
Reid, G. & Kirk, J. (2000) *Dyslexia in adults: education & employment* (John Wiley, 2002)  
Moody, S (Ed) (2009) *Dyslexia and Employment* (Wiley Blackwell, 2009)

### Websites

#### [www.bda-dyslexia.org.uk](http://www.bda-dyslexia.org.uk)

British Dyslexia Association Source of: Information Sheets; Research reports; Campaigning — Dyslexia Friendly Schools and Employability.

#### [www.dyslexia-inst.org.uk](http://www.dyslexia-inst.org.uk)

Dyslexia Institute for the assessment and teaching of people with dyslexia and for the training of teachers. While emphasis is on school age, centres do provide assessment and tutoring for adults. Two Teaching Centres in Scotland. Source of information about: Assessment; Specialist Teaching; local projects.

## Higher National Unit specification: support notes (cont)

**Unit title:** Dyslexia: Understanding and Supporting Individuals with Dyslexia

**[www.dyslexics.org.uk](http://www.dyslexics.org.uk)**

An 'independent, non-commercial, no-nonsense, dyslexia website' focussing on children but nevertheless a good source of information about: teaching methods; research; facts & myths. There is an interesting review with further links of opinions about teaching using individual learning styles.

**[www.worldofdyslexia.com](http://www.worldofdyslexia.com)**

A huge international site facilitated by John Bradford. This site has very good links to current research and thinking including the Dyslexia Journal Online (**[www.dyslexia-journal.com](http://www.dyslexia-journal.com)**).

**[www.dyslexic.org](http://www.dyslexic.org)**

An attractive and informative website produced with people with dyslexia in mind. Information about resources including videos on dyslexia.

**[www.lucid-research.com](http://www.lucid-research.com)**

Lucid Research specialises in the creation of innovative software for assessment and training that is backed up by scientific research. Download demo of LADS (lucid Adult Dyslexia Screening).

**[www.apduk.org](http://www.apduk.org)**

A UK site focussing on Auditory Processing Difficulties (APD). Information sheets about APD can be downloaded.

**[www.rrf.org.uk/](http://www.rrf.org.uk/)**

Reading Reform Foundation site giving online access to an archive of phonics articles, research papers, literacy and phonics based items which have appeared in past RRF Newsletters. An ideal resource for anyone studying for an educational qualification.

**[www.hi2u.org](http://www.hi2u.org)**

A site centred around ADHD, Asperger's Syndrome, Dyslexia and similar neurological differences along with any other type of hidden impairment. Some interesting articles 'dyslexia and stress' hidden impairments and the social model of disability.

**[www.dys-add.com](http://www.dys-add.com)** A comprehensive American Site. A video 'Could It Be Dyslexia?' can be viewed on-line in bite-sized pieces at **[www.dys-add.com/dysvideo.html](http://www.dys-add.com/dysvideo.html)**

### Videos and Video Clips

Adult Dyslexia: Understanding the Difference. (DVD) Contact: Don Mackie, Education Scotland.  
**[Don.Mackie@educationscotland.gov.uk](mailto:Don.Mackie@educationscotland.gov.uk)** 079749662050141 282 5265

**[www.nhs.uk/video](http://www.nhs.uk/video)** Search Dyslexia

**[www.dystalk.com](http://www.dystalk.com)** Various Video Clips on Dyslexia & other SpLDs

**[www.dyslexia-help.org](http://www.dyslexia-help.org)** Click on Videos

## Higher National Unit specification: support notes (cont)

**Unit title:** Dyslexia: Understanding and Supporting Individuals with Dyslexia

### Guidance on the delivery and assessment of this Unit

Study of this Unit will be relevant to people in the public, private and voluntary sectors who are working with individuals in a variety of settings such as guidance, information, learning, training, care. It will be of particular value to those working in this field who wish to gain accreditation. It is a stand alone Unit which could however be used to complement Group Awards, such as HNC Working with Communities or as part of a PDA.

Course tutors should consider opportunities to enhance the candidate's experience. They could arrange for an individual with dyslexia to talk to the candidates about his/ her experiences; a practical demonstration of IT software by either bringing these aids to the group or arranging a visit; a visit to a centre which supports individuals with dyslexia; or could invite speakers from a dyslexia specific or other SpLD support agency.

A Resource Pack has been produced to support delivery of this Unit. This can be downloaded from the Internet. Contact the Dyslexia Working Party ([www.dyslexiaworkingparty.org.uk](http://www.dyslexiaworkingparty.org.uk)) for further details.

This Unit is assessed three assignments and a Report that cover the four Outcomes. Candidates may choose to compile a portfolio of evidence comprising these pieces of work.

**Outcome 1** may be assessed by an assignment which will provide evidence of the candidates' knowledge of dyslexia. This could include be a 1–2 page handout on dyslexia describing definitions and theories of dyslexia, including its place within the broader context of SpLDs, the positive and negative indicators of dyslexia and the cognitive and functional impact of dyslexia. This could be a general handout written for a lay audience or one written in the context of the candidate's own learning or workplace setting. They should produce material in a format that is 'dyslexia friendly' as regards font, paper colour and layout. The candidate should take a holistic approach to dyslexia, not concentrating solely on its impact on literacy and numeracy.

The assignment should also include a short report outlining the rationale for choice of format, layout and content. This report could in the form of a checklist completed by the candidate or by the tutor following a verbal report from the candidate. A sample checklist is included in the Resource Pack.

**Outcome 2** could be assessed by an assignment in two parts that will test the candidate's knowledge and understanding of the screening and assessment procedures to establish dyslexia in individuals. The first part of the assignment will be assessed by a short answer test to show that candidates understand the limitations of screening and the difference between screening and a psychological assessment. Useful websites and a sample short answer test are included in the Resource Pack.

For the second part of the assignment, candidates should compile a simple screening questionnaire of 15 questions to identify possible dyslexia. This could be an adaptation of an existing screening test to meet the needs of the candidate's workplace. They should be able explain their reasons for including and excluding specific questions. There could be opportunities for group work in completing this assignment with candidates testing their screening questionnaires on each other and discussing their choice of questions in class. Examples of screening tests can be found on the Internet. There is a list of relevant websites in the Resource Pack.

## Higher National Unit specification: support notes (cont)

### Unit title: Dyslexia: Understanding and Supporting Individuals with Dyslexia

**Outcome 3** could be assessed by an assignment that will provide evidence of the candidates' knowledge of the role played by statutory and voluntary agencies in supporting individuals with dyslexia. Candidates should show that they are aware of the requirements of disability discrimination/equality legislation particularly in enabling individuals to access support in education and employment.

The first part of the assignment, covering a range of agencies, could be achieved through a short answer test. The candidate should be encouraged to research organisational information using the Internet. An extensive list of websites and a sample short answer test are included in the Resource Pack.

For the second part of the assignment candidates will be asked to deliver an 8–10 minute oral presentation critically assessing the effectiveness of one public or voluntary agency in delivering its services. This should include the appropriateness and accessibility of the public information available on its website and in its leaflets. Candidates should be expected to know what constitutes a 'dyslexia friendly' website in terms of content, layout and flexibility. Examples of websites showing good practice are listed in the Resource Pack.

**Outcome 4** could be assessed by a Report based on analysis of a case study that will show the candidates' understanding of the positive and negative indicators of dyslexia; the functional and cognitive impact of dyslexia; and their knowledge of the range of strategies to support individuals. They will be expected to suggest strategies appropriate to the individual's needs in a learning and/or workplace setting. Their suggestions could include the involvement of statutory or voluntary support agencies. They may also be required to identify detrimental coping strategies and suggest ways of supporting the individual to adopt those that could be more beneficial. They should be able to give reasons for their choices. Sample case studies are included in the Resource Pack.

#### *Opportunities for developing Core Skills*

There is no automatic certification of Core Skills in this Unit. However, there may be opportunities to gather evidence for components of the Core Skill of Problem Solving.

### Open learning

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

### Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements)

## **General information for candidates**

### **Unit title:** Dyslexia: Understanding and Supporting Individuals with Dyslexia

This Unit is designed for candidates who work or wish to work with individuals with dyslexia.

There are four outcomes covering the following:

- ◆ The nature and range of what is known as ‘dyslexia’
- ◆ The use of ‘screening’ process to identify dyslexia in an individual and the preparation of a simple screening test
- ◆ The role(s) and remit(s) of relevant agencies which can provide support to individuals with dyslexia
- ◆ Strategies to support individuals with dyslexia

This Unit is a revised version and replaces the Unit D9AD 04, *Understanding the Needs of Adults with Dyslexia*.

This Unit provides underpinning knowledge and understanding for the Unit *Working with Individuals with Dyslexia*.