



**Mapping the Dyslexia in the Workplace Basic Skills one day training course to:-**

- 1. FENTO Standards for Teacher Training Qualifications for Further Education in England**
- 2. FENTO subject specifications for teachers of adult literacy level 3**
- 3. Ento Learning & Development Standards L21, L22, L23, L24, G1, G2**

### **Course Aims**

**By the end of the course the learners should have:**

- An understanding of the dyslexic profile and the dyslexic learning style**
- An understanding of the difference between screening and diagnostic assessment for dyslexia**
- Knowledge of some of the specific difficulties experienced by a dyslexic employee and strategies for overcoming these**
- Knowledge of the DDA (1995) and its implications for employers**
- An understanding of the key principles of setting up a work-based learning programme for dyslexic employees**

**Where possible the content of the one day course has been mapped to the relevant criteria of the FEnto teaching standards and the FEnto subject specifications.**

**Learners should be aware that further evidence may be required in order to meet the criteria in full.**

<u>Course Content</u>	<u>Teacher standards</u>		<u>Subject specifications</u>	<u>Ento Learning and Development</u>
<p><b>SECTION ONE</b>  <b>What is Dyslexia?</b>            Introductions and Learning Outcomes            What is dyslexia?            Activity One – small groups/pairs            Dyslexia as a syndrome            Definitions of dyslexia            Issues around dyslexia support in the workplace            Activity Two – small group discussion            Main stakeholders</p>	<p>Standard Reference            FENTO            B1, B2, B3            C1,C3            D1, D4, D5            E2            G1            G3</p>	<p><b>L2 Possible Activities</b>            B1c Establish precise learning objectives &amp; content.            B1d Define subject knowledge, technical knowledge and skills required            B2e Create a safe learning environment based on trust &amp; support.            B3d Support a culture of open access and widening participation            C1h Acknowledge the effect of resources constraints and make best use of available opportunities            C3h Evaluate the effectiveness of the learning process and modify teaching plans where necessary            D1b Ensure an interactive,</p>		

		<p>safe and productive learning environment that fosters learners' security and confidence</p> <p>G1 ALL G3 ALL</p> <p><b>L3 Possible Activities</b> B1c Establish precise learning objectives &amp; content. B1d Define subject knowledge, technical knowledge and skills required B2e Create a safe learning environment based on trust &amp; support. B3d Support a culture of open access and widening participation C1h Acknowledge the effect of resources constraints and make best use of available opportunities C3h Evaluate the effectiveness of the learning process and modify teaching plans where necessary D1b Ensure an interactive, safe and productive learning environment that fosters</p>	<p><b>Literacy</b> <b>AO2</b> A The main lexical frameworks used in the systematic study of language and the terminology associated with these frameworks A The grammatical frameworks that govern English language A Textual organisation issues involving cohesion, organisation, lay-out and presentation</p> <p>B The different barriers that can inhibit the acquisition and development of language and literacy. B Some of the main learning disabilities and learning difficulties that hinder language learning</p>	<p><b>L3</b> L21.2 L23.1 L24.1 L24.2 G3.1 G3.2</p>
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		<p>learners' security and confidence D5h Monitor how learners are responding to teaching &amp; learning materials during the programme and make modifications as necessary. E2d Enable learners to make best use of additional learner support, as appropriate G1 ALL G3 ALL</p> <p><b>L4 Possible Activities</b> B1c Establish precise learning objectives &amp; content. B1d Define subject knowledge, technical knowledge and skills required B2e Create a safe learning environment based on trust &amp; support. B3d Support a culture of open access and widening participation B3h Recognise the organisational and resource constraints influencing participation and make the most of opportunities to</p>	<p>and skill development B How limited language attainment can restrict or disadvantage individuals as active participants in the community and economy</p> <p>3.1 Speaking and Listening ALL</p>	
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		<p>achieve wider participation in learning programmes.</p> <p>C1h Acknowledge the effect of resources constraints and make best use of available opportunities</p> <p>C3h Evaluate the effectiveness of the learning process and modify teaching plans where necessary</p> <p>D1b Ensure an interactive, safe and productive learning environment that fosters learners' security and confidence</p> <p>B3f Identify and overcome potential barriers to participation in learning programmes</p> <p>D4d Identify areas of concern and need in relation to the learning programme</p> <p>D5a Identify the resources required to deliver the programme of learning and to support learners</p> <p>D5h Monitor how learners are responding to teaching &amp; learning materials during the programme and make modifications as necessary.</p> <p>E2d Enable learners to make best use of additional learner</p>		
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<p><b>SECTION TWO</b>  <b>Screening and Assessment</b>  Dyslexia screening and assessment  Whole group activity  Types of dyslexia  Activity Three – small groups/pairs</p>	<p>Standard Reference</p> <p>FENTO  A2  E2  E4  F1  G3</p>	<p>support, as appropriate  G1 ALL  G3 ALL</p> <p><b>L2 Possible Activities</b>  A2a Consider and apply a range of assessment techniques  F1a Identify an appropriate range of assessment methods that will deliver fair, valid and reliable results  G3 ALL</p> <p><b>L3 Possible Activities</b>  A2a Consider and apply a range of assessment techniques  A2d Identify the implications of a disability or learning difficulty for an individual’s learning  A2g Prepare for and carryout the initial assessment  E2d Enable learners to make best use of additional learner support, as appropriate  F1a Identify an appropriate range of assessment methods</p>	<p><b>Literacy</b>  <b>AO2</b>  3.1 Speaking and Listening  ALL</p>	<p><b>L3</b>  L21.2  L23.2  L24.1  G3.1  G3.2</p>
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<p><b>SECTION THREE</b>  <b>Identifying Difficulties</b>  Spelling error analysis</p>	<p>Standard Reference</p>	<p>that will deliver fair, valid and reliable results  G3 ALL</p> <p><b>L4 Possible Activities</b>  A2a Consider and apply a range of assessment techniques  A2d Identify the implications of a disability or learning difficulty for an individual's learning  A2g Prepare for and carryout the initial assessment  E2d Enable learners to make best use of additional learner support, as appropriate  E4c Maximise opportunities for learners to have access to specialist support as necessary  F1a Identify an appropriate range of assessment methods that will deliver fair, valid and reliable results  G3 ALL</p>		
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<p>Activity Four – small groups/pairs Identifying difficulties in the workplace Activity Five – small groups/pairs Disability Discrimination Act ( 1995) Activity – whole group Responsibilities of employers Activity Six – small groups/pairs</p>	<p>FENTO A2 D2 D4 E2 F1 G1 G3 H2</p>	<p><b>L2 Possible Activities</b> A2a Consider and apply a range of assessment techniques D2f Use a variety of teaching methods to meet the needs of groups and individuals and to provide an environment in which all learners have the opportunity to experience success F1a Identify an appropriate range of assessment methods that will deliver fair, valid and reliable results G1 ALL G3 ALL H2 ALL</p> <p><b>L3 Possible Activities</b> A2a Consider and apply a range of assessment techniques A2d Identify the implications of a disability or learning difficulty for an individual’s learning A2g Prepare for and carry out the initial assessment D2f Use a variety of teaching methods to meet the needs of groups and individuals and to</p>	<p><b>Literacy</b> <b>AO2</b> B How limited language attainment can restrict or disadvantage individuals as active participants in the community and economy 3.1 Speaking and listening ALL</p>	<p><b>L3</b> L21.2 L23.2 L24.2</p>
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		<p>provide an environment in which all learners have the opportunity to experience success</p> <p>E2d Enable learners to make best use of additional learner support, as appropriate</p> <p>F1a Identify an appropriate range of assessment methods that will deliver fair, valid and reliable results</p> <p>G1 ALL</p> <p>G3 ALL</p> <p>H2 ALL</p> <p><b>L4 Possible Activities</b></p> <p>A2a Consider and apply a range of assessment techniques</p> <p>A2d Identify the implications of a disability or learning difficulty for an individual's learning</p> <p>A2g Prepare for and carry out the initial assessment</p> <p>D2f Use a variety of teaching methods to meet the needs of groups and individuals and to provide an environment in which all learners have the opportunity to experience success</p>		
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<p><b>SECTION FOUR</b>  <b>Strategies and Techniques</b>  Dyslexia learning style  Strengths and abilities  Activity – whole group discussion  Strategies and techniques to overcome difficulties in the workplace  Activity Seven – small groups/pairs</p>	<p>Standard Reference</p> <p>FENTO  B2  H1  H2</p>	<p>D4d Identify areas of concern and need in relation to the learning programme  E2d Enable learners to make best use of additional learner support, as appropriate  F1a Identify an appropriate range of assessment methods that will deliver fair, valid and reliable results  G1 ALL  G3 ALL  H2 ALL</p> <p><b>L2 Possible Activities</b>  B2a Encourage learners to adopt styles of learning that are appropriate to the required outcomes and are most likely to enable learners to achieve the best of their abilities  H1 ALL  H2 ALL</p> <p><b>L3 Possible Activities</b>  B2a Encourage learners to</p>	<p><b>Literacy</b>  <b>AO2</b></p>	<p><b>L3</b>  L22.1</p>
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<p><b>SECTION FIVE</b>  <b>Key Principles</b>  Resources</p>	<p>Standard Reference</p> <p>FENTO</p>	<p>adopt styles of learning that are appropriate to the required outcomes and are most likely to enable learners to achieve the best of their abilities  B2b Select appropriate teaching techniques to accommodate different styles of learning  H1 ALL  H2 ALL</p> <p><b>L4 Possible Activities</b>  B2a Encourage learners to adopt styles of learning that are appropriate to the required outcomes and are most likely to enable learners to achieve the best of their abilities  B2b Select appropriate teaching techniques to accommodate different styles of learning  H1 ALL  H2 ALL</p>	<p>B Personal factors influencing language and literacy learning and development  ALL  3.1 Speaking and listening</p>	<p>L23.2  L24.2  G3.1  G3.2</p>
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<p>Activity – whole group discussion  Key principles for working with dyslexic learners  Activity – whole group discussion  Developing a learning programme  Activity Eight –small group/pairs</p>	<p>D2  D5  G3</p>	<p><b>L2 Possible Activities</b>  D2f Use a variety of teaching methods to meet the needs of groups and individuals and to provide an environment in which all learners have the opportunity to experience success  D5 ALL  G3a Identify where their own knowledge and skills need to be updated</p> <p><b>L3 Possible Activities</b>  D2d Match the format and level of learning support materials to the abilities of learners and the desired learning outcomes  D2f Use a variety of teaching methods to meet the needs of groups and individuals and to provide an environment in which all learners have the opportunity to experience success  D5 ALL  G3a Identify where their own knowledge and skills need to be updated</p>	<p><b>Literacy</b>  <b>AO2</b>  3.1 Speaking and listening</p>	<p><b>L3</b>  L21.2  L22.1  L23.2  L24.2</p>
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<p><b>SECTION SIX</b>  <b>Summary</b>  Group discussion  Q &amp; A  Revisit learning outcomes</p>	<p>Standard Reference</p> <p>FENTO  G3  H1  H2</p>	<p><b>L4 Possible Activities</b>  D2d Match the format and level of learning support materials to the abilities of learners and the desired learning outcomes  D2f Use a variety of teaching methods to meet the needs of groups and individuals and to provide an environment in which all learners have the opportunity to experience success  D5 ALL  G3a Identify where their own knowledge and skills need to be updated</p> <p><b>L2 Possible Activities</b>  G3a Identify where their own knowledge and skills need to be updated  H1b Acknowledge the diversity of learners' experience and support the development needs of</p>		
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		<p>individuals H1c Are open to different approaches and perspectives on teaching and learning H2 ALL</p> <p><b>L3 Possible Activities</b> G3a Identify where their own knowledge and skills need to be updated H1b Acknowledge the diversity of learners' experience and support the development needs of individuals H1c Are open to different approaches and perspectives on teaching and learning H2 ALL</p> <p><b>L4 Possible Activities</b> G3a Identify where their own knowledge and skills need to be updated H1b Acknowledge the diversity of learners' experience and support the development needs of individuals H1c Are open to different approaches and perspectives on teaching and learning</p>	<p><b>Literacy</b> <b>AO2</b> 3.1 Speaking and listening ALL</p>	<p><b>L3</b> G3.1 G3.2</p>
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		<p>H1g Recognise and respect the different values of those with an interest in the learning process within the organisation and the wider community</p> <p>H2 ALL</p>		
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